

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

HIST310

History of Modern Europe

3 Credit Hours

Eight Weeks

Prerequisite(s): None but HIST300 recommended

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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Instructor Information

Course Description (Catalog)

The course will evaluate the course of European Politics from the French Revolution onwards with an initial emphasis on the industrialization process and its effects in the late 18th and 19th century. Then it will assess the impact of military modernization and will analyze the commercialization of the European culture in the same century. Furthermore it will present an overview of European politics and wars in the 20th century and their relationship to the fall and rise of the European economy. The concept of European security as it developed in the 20th century will also be assessed. The forces of modernization, the causes of war and the power of unification will also be evaluated, with an emphasis on the effects and divisions of the Cold War and the new democratization wave

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of the 1990's. Moreover it will examine the evolution of a trade union to a regional union with its multidimensional effects on politics, economics and security, while emphasis will be placed on case studies of regional terrorism.

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Course Scope

This course allows students the opportunity to discuss, evaluate, and analysis the developments and changes of 19th and 20th century Europe. The course will cover both continuity and change in culture, society, and politics. European history did not develop in isolation and had impacts on the world as well. This course will take a deeper look at the development of the Modern European world, and the overall impact it had on the world outside of Europe.

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Course Objectives

The successful student will accomplish the following learning objectives for this course:

- CO-1: Assess the importance and effects of the French Revolution on the history of Europe.
- CO-2: Analyze and evaluate the origins and effects of both Industrialization and 19th Century Imperialism
- CO-3: Assess the development and impact of new ideologies and changing ideologies on European society and politics both in the 19th century and following World War I.
- CO-4: Evaluate the politics of radicalization and the effect on the development of Modern Europe.
- CO-5: Analyze the social, political, economic and cultural effects of the Cold War.
- CO-6: Examine the major changes in Modern European history, including the effects and consequences.
- CO-7: Assess and evaluate continuities in Modern European History.
- CO-8: Analyze different sources and use those sources in creating a better understanding of the period.
- CO-9: Construct theses and use evidence to support arguments in writing assignments and discussions
- CO-10: Compare and Contrast different periods, regions, and developments in Modern Europe

Weekly Objectives:

- Week 1: Study the French Revolution and Napoleon through the use of primary sources, an academic article, and lecture. Examine the causes, course, problems, and short-term and long-term impact of the revolution. Was Napoleon the savior of the revolution or another tyrant?
- Week 2: Using primary sources and lectures discuss and analyze the early to mid 19th century from the Restoration to the 19th Century Revolutions. Compare the different ideologies that developed during this period, and explore their impact on the course of European development in culture, society, and politics.
- Week 3: Examine through primary sources, lecture, and the assigned novel the connections between the Industrial Revolution and High Imperialism. Study the impact of both Industrialization and Imperialism on different classes and groups of people both inside and outside of Europe. Evaluate the individual causes, justifications, developments, and impact of both industrialization and imperialism.
- Week 4: Using the course text, lectures, and sources, explore the state of Europe in the late 19th century. Discuss and analyze the impact 19th century ideologies, revolutions, industrialization, and imperialism had on society and politics. Compare and contrast the society and politics of the individual European nations on the eve of World War I.

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Week 5: Explore through the course material the shattering of 19th century beliefs due to the outbreak of World War I and the course of the fighting using new technology and changes to technology throughout the war. Discuss the changes to socialism within Russia and the creation of a communist state. Analyze the changes caused to society in Europe due to both the war and the Russian Revolution in the 1920s.

Week 6: Continuing with the changes discussed in the 1920s from World War I in Week 5, study the causes and ability of totalitarian rulers, including Stalin, Franco, Hitler, and Mussolini, to rise to power. Examine the types of states these leaders created, their goals, and ideologies. Compare and contrast the first two genocides of the 20th century, which occurred “under the cover of war” as well as Stalin’s purges and the Ukrainian forced famine. Watch survivor testimonies.

Week 7: Using the course text and documents, lectures, and videos study the course of World War II and the tensions and divides created during the war that transformed allies to enemies in the Cold War. Examine both Stalinist USSR and post-Stalin USSR. How did the USSR survive the death of Stalin? Discuss and evaluate the creation of the European Union and cooperation.

Week 8: Analyze the disintegration and divide of the last of the European communist nations. Study the civil war, the involvement of the UN, and the creation of independent states. What do you learn about post Cold War warfare? Investigate the “Ethnic Cleansing” during the war and compare with the other 20th century European genocides.

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Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes (non-proctored), written assignments, and discussion forums.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

APUS operates in the Eastern Time Zone and all assignments are due by 11:59 Eastern on the due date. Take this into consideration if you are not in the Eastern Time Zone.

Each week, the original posting to the discussion board will be due **Fridays** by 11:59 pm Eastern Time. This will ensure that all students have time to read and reply to each other’s postings by the end of the week. All other course

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work (discussion posting replies, papers, and exams), will be due **Sundays** by 11:59 pm Eastern Time unless otherwise specified.

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

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Course Materials

REQUIRED TEXTS

Welch, David. Modern European History, 1871-2000: A Documentary Reader. Second Edition

Additional texts [selections will be assigned] accessed through the APUS Online Library:

Dwyer, Philip G and Peter McPhee, ed. The French Revolution and Napoleon: a sourcebook. New York: Routledge, 2002.

Frader, Laura L. The Industrial Revolution: a History in Documents. New York: Oxford University Press, 2006.

Conrad, Joseph. Heart of Darkness. San Diego: Icon Group International, 2005.

Moore, Gene M. ed. Joseph Conrad's Heart of Darkness: a Casebook. New York: Oxford University Press, 2004.

Totten, Samuel. and William S. Parsons, ed. "The Armenian Genocide" in Century of Genocide: Critical Essays and Eyewitness Accounts. New York: Routledge, 2004.

BBC Correspondent *Armenia* :[Betrayed](#) , 2003.

Web based readings for this class are located in the course within the "Course Materials" sections of this class.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

Introduction/expectations posting:

During the first week of the course you will have an opportunity to introduce yourself to the class, share your educational background/experience, and share why you are taking this course and what your expectations are. Please post your introduction under “Our Online Community” and your reply to four other students’ introductions. This is ungraded.

Forum Postings:

For five of the weeks, you will be expected to write an original posting using the provided questions as a guideline. In your postings, you should not only express your own ideas, but use the course material (lectures, sources, and readings) to support your evaluations. Your original postings are due each week by **Friday at Midnight Eastern Time**. Additionally, I will post a follow-up question to your initial posting, which you must reply to by **Sunday at Midnight Eastern Time of the following week**. Discussion board postings are expected to be a minimum of 250 words for your initial as well as your follow-up reply. Finally, you are also expected to reply to at least four of your fellow classmate’s original postings each week with a minimum of 125 words. Replies are due by **Sunday at Midnight Eastern Time**. You must use the Chicago style citation from the [Chicago Style Manuel](#) or Turabian. (footnotes/endnotes) and cite your sources in your postings.

Grading for Forum Board Assignment:

Initial Posting: 40 points

Length: 5 points Citations: 5 points Content: 30 points

Follow-up Question: 20 points

Reply Length: 2.5 points Citations: 2.5 points Content: 15 points

Peer Responses: 40 points (4 total) :

Replies Length: 5 points Citations: 5 points Content: 30 points

Use and Analysis of Primary Source: If you do not include this component in one of your postings (Original, Follow-up, or Replies), 10 points will be docked from your overall discussion grade for the week.

Topic Papers:

For this course, you are expected to write two 5-7 page papers. These papers are analytical / critical in nature and must contain a thesis statement (an argument). Each of these topic papers have required sources (see below). However in addition to the 2 provided sources, students need to use at least three other sources in the paper (not including course resources), one of which must be a journal article or another book. For the other sources, you may use internet sites; however, they must be academic, reliable sites; or you may include more books, journal articles, or primary sources. The APUS library will be a valuable resource for these papers. Additional internet, book, journal sources, and class resources (lectures) may be used in your paper (excluding encyclopedias) in addition to the 5 required sources. You must properly cite all your sources: data, information, quotations, and paraphrasing (anything that is not common knowledge) using the Chicago style citation from the [Chicago Style Manuel](#) or Turabian. (footnotes/endnotes). The Online Library has a link to [The Chicago Manuel –Online](#). The Online Library

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has many resources in aiding you in writing an excellent paper. You can find information by logging into the Online Library and selecting the link for "[Tutorials and Student Studies Center](#)."

The first topic paper for the course is on Imperialism. For this paper you are required to read Heart of Darkness by Joseph Conrad. Additionally, you need to utilize Joseph Conrad's Heart of Darkness: A Case Book edited by Gene M. Moore. Gene M. Moore's work is a collection of essays and you must use at least one of these essays in your paper. Both of these sources are found as an electronic resource in the Online Library, and need to be incorporated significantly into your research paper. Additionally you must use at least three other sources in your paper, as indicated above. This paper is an opportunity for you to research a topic within Imperialism that interests you. It is up to you to focus your paper and create a thesis. Some examples of topics are: the treatment of Africans during Imperialism, a comparison between imperialism of the Congo with that of another region (inside or outside of Africa), the consequences of imperialism, or how imperialism was viewed in Europe.

The second topic paper is on the Armenian Genocide. For this paper, you are required to watch the video Betrayed by the BBC and read Chapter 2 "The Armenian Genocide" in Century of Genocide: Critical Essays and Eyewitness Accounts (From the Online Library). Both of these sources need to be incorporated into your research paper. This paper is an opportunity for you to research a topic within the Armenian Genocide that interests you. It is up to you to focus your paper and create a thesis. Some examples of topics are: the causes and justifications of the genocide; Turkish denial of the genocide; comparisons between the Armenian genocide with a different genocide, or the consequences/impact of the genocide.

Exams:

There will be two exams given in this course, a midterm and a final. The midterm exam will cover the material addressed between weeks 1 and 4; the final exam will primarily cover the material discussed between weeks 5 and 7. However, on the final exam, you will be expected to tie together information from the first half of the course with the second half. The exams are open note and open book. Both exams will consist of ids and essays. You will have two weeks to complete each exam. You will be expected to utilize lectures, sources, the textbook, and discussions in your exams. You must cite where your information came from, quotes, paraphrasing and ideas that are not your own (including ideas and information from the discussion boards). You must use the Chicago style citation from the Chicago Style Manuel or Turabian.

Note: Students are expected to complete the course requirements per the course schedule. If circumstances come up that impede your ability to complete an assignment on time, please contact the instructor before the due date to discuss the situation and a possible solution. Students should expect to receive only partial credit for late submissions.

<u>Grade Instruments:</u>	<u>% Final Grade</u>
Forums (Weeks 2, 3, 4, 5, 6, and 7).	30
Topic Paper #1	15
Midterm Exam	15
Topic Paper #2	15
Final Exam	25
TOTAL	100%

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Grading Scale

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Please see the [Student Handbook](#) (click here) to reference the University’s grading scale

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	French Revolution and Napoleon	1, 3, 6, 7, 8 Week 1	<i>Declaration of Rights</i> 26-28; de Gouges 39-42; <i>Trial of Louis</i> 72-75; <i>Robespierre</i> 105-106; Mme de Stael 122-123; Napoleon 206-208 found in The French Revolution and Napoleon [electronic resource] : a sourcebook Gunther E. Rothenberg “ The Origins, Causes, and Extensions of Wars of the French Revolution and Napoleon ” in The Journal of Interdisciplinary History Power Point Presentations (found under course material)	Discussion Board: Introduction (not graded)
2	Early to Mid 19 th Century European Society and Politics	1, 3, 6, 7, 8, 9, 10 Week 2	Modern History Sourcebook: Documents of Italian Unification, 1846-61 Modern History Sourcebook: Documents of German Unification, 1848-71 Modern History Sourcebook: Alexander Petofi: The National Song of Hungary, 1848 William Wordsworth: The World Is Too Much with Us (1807) Modern History Sourcebook: Prince Klemens von Metternich: Political Confession of Faith, 1820 Power Point Presentations	Week 2 Discussion Board Original Post Week 2 Discussion Board Replies (4) and Follow-up
3	Industrialization and Imperialism Topic Paper: Imperialism Mid-Term Exam available	2, 3, 6, 8, 9 Week 3	Heart of darkness [electronic resource] by Joseph Conrad Modern History Sourcebook: Rudyard Kipling, The White Man's Burden, 1899 Modern History Sourcebook: Edward Morel: The Black Man's Burden, 1903 Chapter 3: A Picture Essay 65-72; “Harsh Discipline and Awful Conditions” 58-64 in The Industrial Revolution	Week 3 Discussion Board Original Post Week 3 Discussion Board Replies (4) and Follow-up Topic Paper: Imperialism

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			[electronic resource] : a history in documents Power Point Presentations	
4	Late 19 th Century European Politics and Society Mid-Term Exam Due	3, 6, 8, 9, 10 Week 4	Modern European History 1871-2000: A Documentary Reader: pgs 1-29 Modern History Sourcebook: Charles Darwin: The Descent of Man, 1871 Modern History Sourcebook: St. George Jackson Mivart (1827-1900): On the Genesis of the Species, 1871 Power Point Presentations	Week 4 Discussion Board Original Post Week 4 Discussion Board Replies (4) and Follow-up Midterm Exam
5	World War I, Aftermath, and Revolution	3, 6, 8, 9 Week 5	Modern European History 1871-2000: A Documentary Reader: 29-36; 43-91; 43-62 Power Point Presentations	Week 5 Discussion Board Original Post Week 5 Discussion Board Replies (4) and Follow-up
6	Totalitarianism and Genocide Topic Paper: Armenian Genocide	4, 6, 8, 9, 10 Week 6	Modern European History 1871-2000: A Documentary Reader: 94-175 Betrayed (BBC documentary on the Armenian Genocide) “The Armenian Genocide” in Century of Genocide [electronic resource] : Critical Essays and Eyewitness Accounts Power Point Presentations	Week 6 Discussion Board Original Post Week 6 Discussion Board Replies (4) and Follow-up Topic Paper: Armenian Genocide
7	World War II, Divided Europe, and the Cold War Final Exam available	4, 5, 6, 8, 9 Week 7	Modern European History 1871-2000: A Documentary Reader: 36-40; 178-202; 206-216; 216-255 Power Point Presentations	Week 7 Discussion Board Original Post Week 7 Discussion Board Replies (4) and Follow-up
8	Yugoslavia, Civil War, and Genocide Final Exam	6, 7, 8, 9, 10 Week 8	Power Point Presentation Review and Research for you Final Exam	Final Exam

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

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[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)
[Extension Process and Policy](#)
[Disability Accommodations](#)

WRITING EXPECTATIONS

All written submissions must be in a font and page set-up that is readable and neat. Students must adhere to the consistent format described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Quill and Musket Newsletter for department late policy within the Course Materials section of the classroom for more information.**

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

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- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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