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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

### **HIST570** **Modern European History**

**3 Credit Hours**  
**16 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the concentration courses or electives.

#### Table of Contents

<a href="#">Instructor Information</a>	<a href="#">Course Materials</a>
<a href="#">Course Description</a>	<a href="#">Evaluation Procedures</a>
<a href="#">Course Objectives</a>	<a href="#">Course Outline</a>
<a href="#">Course Delivery Method</a>	<a href="#">Selected Bibliography</a>

#### Instructor Information

#### Course Description

This course analyzes modern European history since the 1815 Congress of Vienna with emphasis upon national security within the region. Special emphasis is on the great mass movements which have provided the main themes

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of the history of the past century—liberalism, imperialism, fascism, socialism, communism—as described in their historical context.

[Table of Contents](#)

### Course Objectives

After successfully completing the course, students will be able to:

- Critique the most important ideologies that developed. LO 1
- Determine the causes of the rise of imperialism. LO 2
- Evaluate the historical forces in Europe that affected the world. LO 3
- Assess the causes and consequences of the Cold War. LO 4
- Trace the evolution of the movement toward the European Union. LO 5

[Table of Contents](#)

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources) and access to the online learning management system (Sakai) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums) and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

[Table of Contents](#)

### Course Materials

#### REQUIRED TEXTS

- Wasserstein, Bernard. *Barbarism and Civilization: A History of Europe in Our Time*. Oxford: Oxford University Press, 2007.
- Winks, Robin, and Joan Neuberger. *Europe and the Making of Modernity, 1815-1914*. Oxford: Oxford University Press, 2005.

#### HIGHLY RECOMMENDED REFERENCES (For All History Majors)

Turabian, Kate L. *Manual for Writers of Term Papers*. 7th ed. Chicago: University of Chicago Press, 2007.  
Purchase optional but highly recommend.

**Additional Required Readings:** In Resources or provided by the Instructor.

**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 attribution. Do not use endnotes, parenthetical notes, MLA, or APA.** Make sure that your Microsoft Word is not set to create an extra line between paragraphs. This is not in accordance with the *Chicago Style Manual*. Also, make sure that Word is set to create one space after punctuation, which is required by Chicago. Make sure you change the preferences in Word before you turn in a written assignment. Historians use

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the Chicago bibliography style (not the reference style).

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**Copyright/Fair Use Notice:** Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

**Websites:** In addition to the required course texts Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note that web site addresses are subject to change.

[Table of Contents](#)

## Evaluation Procedures

Grade Instruments	Percentages
Forums x 5	40
Research Proposal	15
Research Essay	40
Week 1 Forum	5
<b>Total</b>	<b>100</b>

[Table of Contents](#)

### Evaluation Details:

When submitting work, the proper file name is: **Hist570SectionNumberLastNameFirstNameAssignmentName.doc** or **.docx**. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

### Forum Discussions:

A) Each forum requires answers to questions listed in the forum. Use this opportunity to express a variety of analysis and opinions and to deeply engage the course material. Adhere closely to the requirements in the Graduate Forum Grading Rubric found in Resources. Students will respond to all the questions in each forum, and at least four times to fellow students (or to me when I post). Each post must be analytical in nature, well written, and properly referenced. They must all adhere to Chicago and include footnotes. These forum discussions are preparation for you to participate in professional online discussion forums. Students must enter the appropriate thread using the forum button on the left navigation bar.

- **No later than Friday, midnight ET of the first week of the module, submit the initial posting to the required set of questions in the forum area for your classmates to read.** This first posting responding to the questions must be at least 350 words in length. It will probably have to be longer.
- **By Friday, midnight ET of the second week, submit the first two analytical responses to students,** which must be at least 250 words each.
- **By Friday, midnight ET of the third week, submit the remaining two analytical responses to students,** which must be at least 250 words each.

These responses must show graduate-level critical thinking skills.

Do not forget that you must use proper Chicago style citations and footnotes at all times. For the forum discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the forum during the module in which it is assigned. Classroom discussions will not be accepted through email. All posted discussions must be relevant to the module's readings. Postings unrelated to the module's discussion, or made after the module, do not count as participation for grading purposes. There can be no extensions for forum postings because they are the equivalent of attending a face-to-face class.

Part of the forum participation will include incorporating what students have learned from the discussions and reviews on the [H-Net](#) network they have joined. The first week every student is to join an H-Net discussion network.

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It can take time for an application to be approved, but the logs are public and all students should start reading them as from the first week.

B) Each module you will read a book or document from the course bibliography (in Resources) that is directly related to the module subject matter, but that is not required reading. In at least 700 words, you will analytically summarize it and explain why it is important for understanding what we are discussing in the module; how does it help us better understand what we are studying. The books or documents that you choose may be used for your research paper, providing they are pertinent. Remember that Sakai does not carry over code for indentation. Therefore, proper footnotes are required, and a proper bibliographic entry for the book or document, but I will ignore how Sakai formats these. This will be graded as part of your forum posting. **Post this by Friday of the second week in each module.** For this assignment, outside sources, as required by the graduate grading rubric, are not required. The other elements of the graduate grading rubric will be used for grading purposes. Responses in this forum will not count toward your forum discussion grade. However, I hope that you will use what you learn in reading these books and documents in your forum discussions.

C) **By Friday, midnight EST of the second week of each module** you will write a few paragraphs for an “I am . . .” posting. For this assignment I do not require citations in order to allow you to be creative, if you wish. Research and write about “who you are” and “why you are important” for the period being studied in the module. Do not forget to include your name or what you are, and your location. Try to think out of the box, although you can research a traditional figure. This post should be two paragraphs. This assignment is graded in the breech. In other words, if you do not do it, then I will deduct points from your forum grade. Responses in this forum will not count toward your forum discussion grade.

*Week 1 is different. You do not have to respond to anyone. You absolutely must post with at least 250 words by Sunday midnight of the first week. This is required, and is graded, to complete your registration as per Department of Education (DOE) regulations.*

Research Proposal: The department now requires a research proposal when research papers are assigned. I do not want a Hist 500 research proposal. In two pages, situate your research problem in the context of the literature. If you already know your thesis statement, explain it. This is followed by an annotated bibliography; justify the sources you propose using for your research paper, including why you consider them to be foundational for the field you are writing on. This is due by Sunday midnight EST, Week 8. Adhere to all requirements of the graduate grading rubric. Upload it in Assignments.

Research Paper: Write a 15 – 20 page near-journal-quality research paper. Your paper must simply analyze a research problem related to the study of modern European history. You may also write a family history research paper. A family history paper supports or disproves theories and analyses in the literature. Your family history would serve as source material to analyze the theories and research in the literature. Note that your research topic cannot extend beyond the year 2000. This is due by Sunday midnight EST, Week 16. Adhere to all requirements of the graduate grading rubric for essays. If you are going to interview anyone for your paper, ensure that you start early enough to receive permission from the [Institutional Review Board](#). Attach a copy of the permission to the paper. Upload it in Assignments. You are required to use a minimum of 15 quality academic sources, and make good use of academic journal articles.

**All essays should be double-spaced pages, with standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric in Resources. Do not forget to include in each essay the required minimum number of academic sources. Remember that the Chicago style and footnotes are always used. All essays will demonstrate excellent use of journal articles. To understand the quality of the work you are expected to achieve in all your written work, it is highly recommended that you read some articles from the recommended journals listed in the course bibliography.**

**COMPUTER FAILURE or other technological problems are not an excuse for late work. Save your work every few minutes. Purchase an external hard drive and back up your work. Alternatively, you can save your drafts and documents in a cloud. Google Docs and dropbox.com are free.**

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When submitting work, the proper file name is: Hist570SectionNumberLastNameFirstNameAssignmentName.doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

### Course Outline

NOTE: All reading assigned is due for discussion the following module.

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>

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<p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;">Orientation Week.</p>	<p>Create a learning community.</p> <p>Develop the necessary skills to use Sakai and the Online Library.</p>	<p>Required:</p> <ol style="list-style-type: none"> <li>1) Winks, chapters 1-8.</li> <li>2) Andrew Davies, "Youth Gangs, Masculinity and Violence in Late Victorian Manchester and Salford."</li> <li>3) Kathleen Alaimo, "Adolescence, Gender, and Class in Education Reform in France: The Development of Enseignement Primaire Superieur, 1880-1910."</li> </ol> <p>Recommended:</p> <ol style="list-style-type: none"> <li>1) <i>Christina Rossetti</i> (podcast).</li> <li>2) <i>Delacroix-Liberty Leading the People</i> (podcast).</li> <li>3) Mark Bevir, "The West Turns Eastward: Madame Blavatsky and the Transformation of the Occult Tradition."</li> <li>4) Matthew Gandy, "The Paris Sewers and the Rationalization of Urban Space."</li> <li>5) Millicent Garrett Fawcett, "Infant Marriage in India."</li> <li>6) Catherine Hall, "Macaulay's Nation."</li> <li>7) Patrick Dunae, "Boy's Literature and the Idea of Empire,"</li> </ol>	<ol style="list-style-type: none"> <li>1) Virtual introduction and other Week 1 work, which is graded. Remember that DOE requires that you post 250 words by Sunday midnight Week 1 to maintain your registration.</li> <li>2) Required reading.</li> <li>3) Explore the course website.</li> <li>4) Explore the Online Library.</li> <li>5) Join a discussion network at H-Net.</li> <li>6) Choose a book or document from the course bibliography (the section for Module 1) to read for the first analysis assignment and read it.</li> <li>7) Read the Lesson for Module 1 before you start your work for that module.</li> </ol>
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<p><b>Module 1: Weeks 2 - 4</b></p>	<p>From the Modern to the Contemporary.</p> <p>1) Illustrate how the Congress of Vienna attempted to create a balance of power. LO 3</p> <p>2) Analyze the origins and genesis of socialism, communism, and anarchism. LO 1</p> <p>3) Appraise the significance of the Industrial Revolution in the making of the modern world. LO 3</p>	<p>1870-1914.”</p> <p>8) Podcast on Annie Besant.</p> <p>9) Video of <i>A Doll’s House</i>.</p> <p>10) Podcast on the Zulus.</p> <p>11) Podcast on <i>Heart of Darkness</i>.</p> <p>12) Podcast on the Opium Wars.</p> <p>13) Podcast: “Victorian Pessimism.”</p> <p>14) Podcast on the Royal Society.</p> <p>Required:</p> <p>1) Winks, chapters 9-11.</p> <p>2) Wasserstein, chapters 1-3.</p> <p>3) Stephen Bailey, “The Berlin Strike of January 1918.”</p> <p>Recommended:</p> <p>1) George Shepperson, “Notes on Negro American Influence on the Emergence of African Nationalism.”</p> <p>2) Maureen Healy, “Becoming Austrian: Women, the State, and Citizenship in World War I.”</p> <p>3) Podcast on James Joyce’s <i>Ulysses</i>.</p> <p>4) Podcast: “Yeats and Irish Politics.”</p> <p>5) Podcast on Siegfried Sassoon.</p> <p>6) Podcast on the Frankfurt School.</p>	<p>1) Read the Lesson for Module 2 before you start your work for that module.</p> <p>2) Answer the forum questions, respond to at least four of your fellow students’ posts, post your analytical summary, and post your “I am . . . .”</p> <p>3) Required reading.</p> <p>4) Choose a book or document from the course bibliography to read for Module 2.</p>
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<p><b>Module 2: Weeks 5 - 7</b></p>	<p>The World War I Era.</p> <p>1) Analyze the crises that led to World War I. LO 3</p> <p>2) Ascertain the origins of modernism. LO 1, 3</p>	<p>Required:</p> <p>1) Wasserstein, chapters 4-10.</p> <p>2) Brett Holman, “The Air Panic of 1935: British Press Opinion between Disarmament and Rearmament.”</p> <p>Recommended:</p>	<p>1) Read the Lesson for Module 3 before you start your work for that module.</p> <p>2) Answer the forum questions, respond to at least four of your fellow students’ posts, post your analytical summary, and post your “I am . . . .”</p> <p>3) Required reading.</p> <p>4) Choose a book or</p>
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<p><b>Module 3: Weeks 8-10</b></p>	<p>The World War II Era.</p>	<p>3) Evaluate the origins and causes of World War I and the Russian Revolutions. LO 3</p> <p>4) Examine European imperialism. LO 1, 2</p> <p>1) Analyze why fascism developed. LO 1, 3</p> <p>2) Explain the phenomenon of Hitler. LO 1, 3</p> <p>3) Assess the origins, causes, and significance of World War II. LO 3</p> <p>4) Assess the meaning of the Holocaust. LO 3</p>	<p>1) James E. Gilman, "R. G. Collingwood and the Religious Sources of Nazism." 2) Peter Fritzsche, "The Holocaust and the Knowledge of Murder." 3) Podcast: "Popper."</p> <p>Required: Wasserstein, chapters. 11-13.</p> <p>Recommended: Thomas Spear, "Neo-Traditionalism and the Limits of Invention in British Colonial Africa."</p>	<p>document from the course bibliography to read for Module 3.</p> <p>1) Read the Lesson for Module 4 before you start your work for that module. 2) Answer the forum questions, respond to at least four of your fellow students' posts, post your analytical summary, and post your "I am . . ." 3) Required reading. 4) Choose a book or document from the course bibliography to read for Module 4. 5) Your research proposal is due Sunday 11:55 ET Week 8.</p>
<p><b>Module 4: Weeks 11-13</b></p>	<p>Toward a New Beginning.</p>	<p>1) Analyze the postwar European world. LO 1, 4</p> <p>2) Discern the weaknesses in communist societies. LO 4</p>	<p>Required: Wasserstein, chapters. 14-20.</p> <p>Recommended: 1) Ian Gambles, "Lost Time: The Forgetting of the Cold War." 2) Mark Von Hagen, "Empires, Borderlands, and Diasporas: Eurasia as Anti-Paradigm for the Post-Soviet Era." 3) <i>Monty Python and the Holy Grail</i>.</p>	<p>1) Read the Lesson for Module 5 before you start your work for that module. 2) Answer the forum questions, respond to at least four of your fellow students' posts, post your analytical summary, and post your "I am . . ." 3) Required reading. 4) Choose a book or document from the course bibliography to read for Module 5.</p>

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<b>Module 5: Weeks 14 - 16</b>	Toward a Unified Europe.  1) Appraise European culture, politics, economics, and	None.	1) Answer the forum questions, respond to at least four of your fellow students' posts, post your analytical summary, and post your "I am . . ." 3) Your research paper is due Sunday 11:55 ET
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	society. LO 5	Week 16.
	2) Examine the causes of the end of communist Europe. LO 3, 4	
	3) Analyze the growth of the European Union. LO 3, 5	

## **Policies**

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

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## **Citation and Reference Style**

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (Chicago: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See, also, the Chicago Style Manual in the Online Library.

The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, appendices.

## **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. 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: J☐ Points will be deducted from forum postings that do not adhere to Netiquette or professional standards.

## **Disclaimer Statement**

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

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### **Online Library**

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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](mailto: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.
- **Tutor.com:** For help with writing, go to the Tutorial and Student Study Center Portal in the Online Library. If you have questions, you may email [librarian@apus.edu](mailto:librarian@apus.edu). They are available seven days a week. Active duty military have a different area to use in Tutor.com.

[Table of Contents](#)

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### **Selected Bibliography**

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See the course bibliography in Resources.

[Table of Contents](#)