

EUH 2030 (RVEB 1205) Online—Western Civilization: Europe in the Modern Era
Florida International University
Summer B, 2020

INSTRUCTOR

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COURSE DESCRIPTION

This survey course in European History covers the period from the Enlightenment era to the end of the twentieth century. The course focuses on a broad range of topics, including social, economic, political, and intellectual developments in Western European countries and their expansion as imperialist powers. It will consider how Europeans thought about themselves and the world around them. Readings and assignments will help you figure out not only what happened in the past, but also, the many possible explanations for why things happened. You will be equipped to critically engage with questions such as:

- Define the concept “Western”
- Identify major trends in Western history during the 19th and 20th centuries
- Recognize the most important historical figures and events in the 19th and 20th centuries
- Explain how political, social, economic, and cultural events relate to each other in global historical narratives

COURSE OBJECTIVES

By the end of the semester, you should be able to discuss why certain events and people are important, and have a sense of how history shapes our contemporary world.

After completing this class, students will be able to:

- Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to modern European history. (Disciplinary Knowledge)
- CO2. Gain experience reading and analyzing written arguments by engaging with a variety of types of sources. (Critical Thinking)
- CO3. Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper. (Writing)

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different

groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to do the following:

- CO4. Construct an evidence-based argument demonstrating how local and extra-local events (regional, inter-regional, international, and global, as appropriate) shaped the interactions of two or more groups Modern Europe (Global Awareness)
- CO5. Construct an evidence-based argument that integrates multiple perspectives on an issue Modern Europe. (Global Perspective)
- CO6. Consider different perspectives on a problem or controversy Modern Europe, attempt to reach a resolution about it. (Global Engagement)

Finally, this a Humanities Tier 2 course that counts towards your University Core Curriculum requirement. UCC Humanities courses teach the following skills:

- CO7. Critical thinking, interpretation of information from a variety of sources, and cultural literacy.
- CO8. Competence in reflecting critically upon the human condition, as it was and as it was understood through history, and how it has changed through time

Note: In order to meet these requirements, you must achieve a grade of C or better.

COURSE PREREQUISITES

There are no prerequisites for this course. Computer and Internet literacy, however, are indispensable.

COURSE METHODS

This course is a fully online course. All lectures, class discussion, collaborative activities, assignments, and quizzes will be conducted online through Canvas. To be successful in this course, students must keep well-organized notes from the lectures/text and discussions, have all written assignments handed in on time, and complete all reading and written assignments by the due dates.

REQUIRED READINGS

The West: Encounters and Transformations 5th Edition (Volume 2) by Brian Levack, Meredith Veldman, and Michel Maas. Longman. ISBN 9780134260297

Sources of the West: Readings in Western Civilization 8th Edition (Volume 2) Edited by Mark Kishinsky and Victor Stater. Longman. ISBN 9780205054091

Candide by Voltaire. Penguin. ISBN 9780393932522

Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson. Penguin. ISBN 9780486266886

Note: All the texts above can be purchased through the FIU Bookstore. They are also available at Amazon.com and other online book vendors. You can also purchase the texts in a digital format. Moreover, if you don't mind reading online, *Candide* and *Dr. Jekyll* can be read for free (please click on the link provided in the appropriate module in Canvas).

CRITERIA FOR EVALUATION

6 Module quizzes – each worth 5% (30% total) of the final course grade

2 Essays—each worth 20% (40%) of the course grade

1 GL Co-Curricular Activity (5%)

In-class writing assignments, online participation and collaborative activities—worth 25% of the final grade.

Writing and critical thinking are primary components of this class. Frequently, we will talk about the expectations for writing in the field of history. We will analyze, for example, the style and form of writing presented in your texts and in articles we read. Even if you do not plan to be an historian, such awareness of disciplinary communication will be useful to you, no matter your major or career.

To meet the state of Florida's Gordon Rule (GR) writing requirements, you will complete a sequence of writing assignments, ranging from discussions, group and individual writing and formal essays. You will frequently be asked to write reading responses and on-class collaborative writing assignments. These assignments provide evidence of your reading and comprehension of the material; they prepare you to participate in class discussion, and they also facilitate your understanding of the readings. You will also complete two thesis-driven essays that synthesize main ideas from the course. I will provide you with detailed assignment sheets and rubrics for these essays. You will submit a draft of the paper a few days before the due date that will be peer reviewed online via Canvas.

Also, as a Global Learning (GL) core class, all students are required to submit one co-curricular activity. You will fulfill this assignment by writing a 500-word essay of your online community experience. Please see the prompt and instructions of the essay assignment in Module 5 on Canvas.

MAKE-UP QUIZZES/LATE ASSIGNMENTS

Quizzes and assignments can be made up within a reasonable time-frame with an acceptable excuse. Excused absences and extensions are given in the case of "legitimate, verifiable cases of illness and emergencies," religious holidays, military service, and legal requirements such as jury duty. Unexcused missed quizzes or assignments will receive an automatic grade of 0%. Late assignments will be penalized a letter grade for every three days that the paper is late (unless you contact me and provide an acceptable excuse).

GRADING

In the course, grading will follow the scale below:

A = 100-93%

A- = 92-90%

B+ = 89-86%

B = 85-83%

B- = 82-80%

C+ = 79-76%

C = 75-70%

D = 69-60%

F = 59% and below

ATTENDANCE AND PARTICIPATION

Students are required to participate fully in the online modality of the course. Reading the lectures/texts, and participating in the online discussions/assignments are essential to success in this course. Remember, this is a six week course and it is important that you complete the weekly readings and assignments in a timely manner. There will be six hours a week of online work and instruction, plus the reading of texts and completion of assignments/essays/discussions/quizzes.

ACADEMIC MISCONDUCT

Florida International University is a community dedicated to generating and increasing knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code. Academic Misconduct includes:

Cheating

- The unauthorized use of any material, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
- Assisting another Student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid; and

Plagiarism

- The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.
- Assisting another student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

Assignments that contain any instance of plagiarism receive 0 points.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy.

Computer literacy means the ability to work on websites and use software, and to manage and organize computer files efficiently. Keep in mind that this is not a computer literacy course. The reliability of the technical equipment including Internet access is the sole responsibility of students. Therefore, students enrolled in online courses are expected to have sufficient proficiency. Please visit the "What's Required" webpage in Canvas to find out more information on this subject.

ACCOMMODATIONS

If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of assignments—please contact me as soon as possible. It is easier for everyone to address an issue before it becomes a problem.

EXPECTATIONS

Students are expected to:

- Purchase the required texts.
- Review and follow the course calendar below
- Login to the course website daily to check for updates or messages.
- Complete all course assignments on time: All course content like readings and assignments are identified in Canvas.
- Interact online with instructors and peers respectfully
- Respond (if required) to Canvas Messages within two days

The instructor will:

- Grade the written assignments within a week
- Respond to Canvas Messages within 24 hours.

COMMUNICATION

Canvas is the primary communication medium in this course. All communication between students and teachers will be through Canvas messages. Expect to receive a reply from your teachers within 24 hours. Zoom meetings, however, can be arranged if a student requests it in a timely manner.

ACCESSIBILITY

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and wish to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit the [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

For additional assistance please contact FIU's [Disability Resource Center](#).

RESOURCES THAT CAN HELP YOU EXCEL IN THIS CLASS

Beside from reaching out to your T.A. and professor, you can rely on various offices on campus.

Writing in History program: provides assistance with papers and other written assignments. Note that tutors have specialized knowledge of writing for History classes. For more info: history.fiu.edu/tutoring.

The Learning Center: offers workshops to assist students with study skills, time management, note taking, speed reading, and other personal learning skills.

<https://ugrad.fiu.edu/learning/index.html>

The Reading Lab: helps students improve critical comprehension and interpretation. Appointments can be made for individual assistance, workshops, and independent computer-assisted reading programs. <https://ugrad.fiu.edu/learning/lab-reading.html>

Center for Excellence in Writing: tutors students in composition skills, including grammar, organization, style, spelling, punctuation, and editorial requirement (footnotes, bibliography, etc.). Appointments required. <http://Writingcenter.fiu.edu>

Center for Academic Success: provides free tutoring for homework assignments, ongoing class work, mid-terms, and finals. <https://ugrad.fiu.edu>

CLASS SCHEDULE

NOTE: See links in modules in Canvas for specific due dates and prompts/instructions

Week 1: June 22—28

Read: Syllabus; Lecture/powerpoint on 18th century Society and Culture

Text Reading: Levack “What is the West?” (pp. 3–10) and Ch. 18; *Candide*

Discussion Board: “What is the West?” and *Candide*

Video: click on link (module 1)

Quiz 1 (20 multiple choice questions; 30 mins total)

Week 2: June 29—July 5

Read: Lecture/Powerpoint on The French Revolution and Napoleon

Text Reading: Levack Ch. 19 and Kishlansky # 99, 100, 101

Discussion Board: Kishlansky selections # 99, 100, 101

Read: Lecture/Powerpoint on Industrial Revolution

Text Reading: Levack Ch. 20 and Kishlansky #103, 104, 105

Discussion: Kishlansky #103, 104, 105

Video: Click on link (module 2)

Group Assignment 1—Levack Text Questions (French Rev and Industrial Rev)

Quiz 2

Week 3: July 6—12

July 8 (by 11:59 p.m.)—Essay 1 Rough Draft Due; Peer Review by July 11, 11:59 p.m.

Read: Lecture/Powerpoint on Reaction and Reform; Age of Mass Politics

Text Reading: Levack Chapter 21 and 22; Kishlansky #106, 108, 116

Discussion: Kishlansky #106, 108, 116 and *Dr. Jekyll and Mr. Hyde*

Video: Click on link (module 3)

Group Assignment 2—Levack Text Questions (19th century political and social issues)

Quiz 3

July 12 (by 11:59 p.m.)—Essay 1 Due

Week 4: July 13—19

Read: Lecture/Powerpoint on New Imperialism and World War I

Text Reading: Levack Chapter 23 and 24; Kishlansky #128, 131

Discussion: Kishlansky #128, 131

Video: Click on link (module 4)

Group Assignment 3—Levack Text Questions (Imperialism and War)

Quiz 4

Week 5: July 20—26

July 22 (by 11:59 p.m.)—Essay 1 Rough Draft Due; Peer Review by July 24, 11:59 p.m.

Read: Lecture/Powerpoint on Inter-war Years; World War II

Text Reading: Levack Chapter 25 and 26; Kishlansky #132, 135, 136, 137, 139

Discussion: Kishlansky #132, 135, 136, 137, 139

Video: Click on link (module 5)

Group Assignment 4—Levack Text Questions (Inter-war period and World War II)

Quiz 5

July 26: Essay 2 Due (by 11:59 p.m.)

Week 6: July 27—31

Read: Lecture and Powerpoint on Cold War and Post-War Society

Text Reading: Levack Ch. 27; Kishlansky # 144, 145

Discussion: Kishlansky # 144, 145

Video: Click on link (module 6)

Quiz 6

July 31: GL Co-Curricular Activity due (11:59 p.m.)

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