

IS 3350 Introduction to Western Europe -- online version--

The Ohio State University
Time: Autumn semester
Location: online course

This version: April 6, 2017

Please note: syllabus is subject to change!

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| Instructor: Prof. Philipp Rehm | Teaching Assistant: TBA |
| Office hours: By appointment | Office hours: By appointment |
| - In person (Derby 2186a) | - In person (location TBA) |
| - Online (via Carmen) | - Online (via Carmen) |
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Course description:

This course presents an introductory overview of Western Europe. It chronicles and compares modern Western European societies in terms of history, politics, economics, and culture (art and music). The course proceeds in four blocks, each followed by an exam. These blocks are ordered historically (from ancient Greece to today). Each block starts with the discussion of an important political, social, or economic institution that varies across Western European countries (and the US), and each block studies one particular country in detail (the United Kingdom, France, Germany, and the European Union). Finally, key developments in art and music are discussed throughout the course, closely following the historical developments.

The historical overview starts with the classical antiquity (8th/7th century B.C.E. - 5th century C.E.) and briefly covers the Middle Ages (500-1500). More time and emphasis is given to Western Europe's historical development since the Early Modern period (which starts around 1500). The developments in France, England/Great Britain and Prussia/Germany are particularly closely followed. This theme of the course helps 'students recognize how past events are studied and how they influence today's society and the human condition' – the goal of the Historical Study General Education (GE) category.

France, Great Britain, and Germany – together with the European Union – are also studied in detail in terms of their political institutions, society, and culture, often in comparison to the US. These country studies not only familiarize students with select Western European countries in detail; they also allow students to apply abstract concepts to concrete cases. This theme of the course helps 'students understand the pluralistic nature of institutions, society, and culture in the United States and across the world' – the goal of the Diversity (Global Studies) GE category.

The last block of the course traces the developments in Western Europe in the last 100 years or so. Causes – historical, institutional, political, and ideological – and consequences of cross-national policy differences are discussed. This theme of the course helps students to understand 'the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources' – the goal of the Social Science (Human, Natural and Economic Resources) GE category.

General Education categories:

This course fulfills the requirements for the following General Education (GE) categories: (1) Historical Study; (2) Diversity: Global Studies; and (3) Social Science: Human, Natural and Economic Resources. Their goals and expected learning outcomes are listed below.

Course Requirements:

Each session consists of assigned readings and a video/audio lecture (available on Carmen/Canvas – <https://carmen.osu.edu/>). Most sessions are paired to a reading quiz and/or response activity. Final grades will be calculated using the OSU Standard Grade Scheme based on the following:

1. **Weekly Quizzes (14%):** Each week, you are expected to read the assigned material and listen to / watch the lectures, which will become available on Mondays. There will be a weekly quiz. The quizzes contain about 10 multiple choice questions. You can reference your notes while taking quizzes, but they are timed, and you only have a limited amount of time per question. That means you should complete the readings and listen to the lecture before taking the quiz as you will not have time to hunt for the answers while taking the quiz. Weekly quizzes are available only during the week in which they are assigned. They are available until 11:59 PM Sunday evening.
2. **Response Activities (6%):** The response activities take a variety of forms, such as filling in a survey, or writing a brief response to a news article(s) and/or video. Response activities are available only during the week in which they are assigned. They are available until 11:59 PM Sunday evening.
3. **Participation (10%):** You are expected to acquire familiarity with government and politics in at least one non-English speaking democratic system in Western Europe, and to follow the political developments in that country (for example, France, Germany, Italy, Spain, Sweden, etc.). There are country-specific online discussion board on which you can post, and respond to, relevant news stories from respectable sources. You will receive credit for participating in this collective exercise to follow relevant political developments abroad. You are expected to participate in the discussions at least once a week. You have to post at least three different interesting developments (or news stories, or food for thought), for a maximum of 3 points (one for each post), and you have to contribute to the discussion of at least 14 threads (for a maximum of 7 points, 0.5 points for each contribution). When you take part in a discussion board you are encouraged to engage other students and participate in a debate in a civil, tolerant, and kind manner.
4. **Mini-papers (20%):** You have to write four mini-papers, one for each of the four blocks. They are worth 5% each, and they are explained in great detail below. Mini-papers are due at the end of each block.
5. **Four exams (50% total):** The exams will be made up of a mixture of short answer questions (multiple choice, fill-in-the-blank, and/or identification) and an essay covering material from the readings, lectures, and activities. There will be four exams (10%, 10%, 10%, 20%), one after each block. The exams are scheduled for (end of) week 4, 7, 10, and the exam period. Please consult the “Assignments” tab in carmen for exact dates. The exams are administered through Carmen. You have a 24 hour window to start an exam, but once you do, you only have a short period of time to complete it because each question is time restricted. You should prepare for these exams as-if they were in-class, closed-book exams. I reserve the right to rely on Carmen’s “LockDown Browser” function (<https://resourcecenter.odde.osu.edu/carmencanvas/using-respondus-lockdown-browser-students>).

Weeks with major assignments:

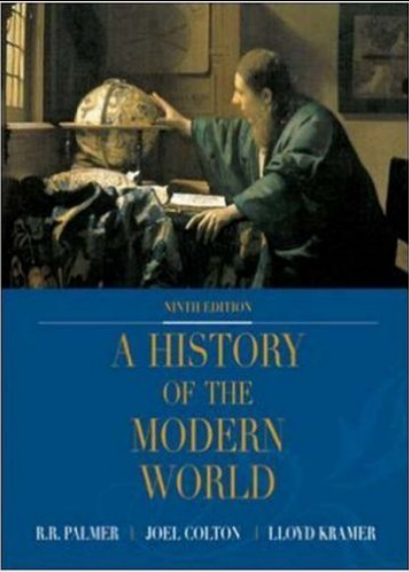
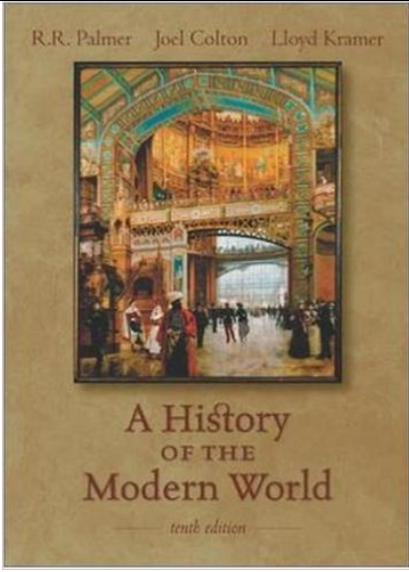
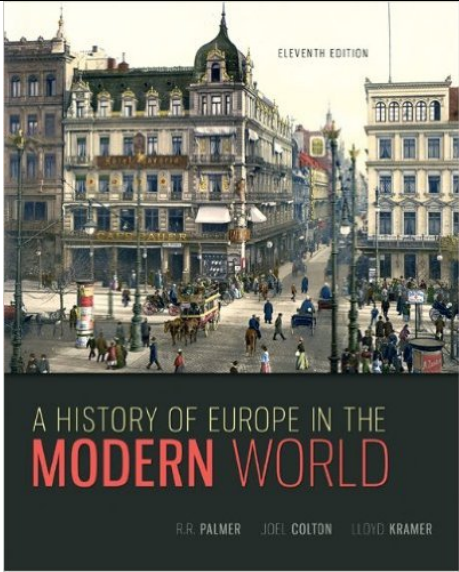
| Assignment: | Week due: |
|--------------------|-------------------------------------|
| Mini-paper 1 | Week 4 |
| Exam 1 | End of week 4 (24 hour window) |
| Mini-paper 2 | Week 7 |
| Exam 2 | End of week 7 (24 hour window) |
| Mini-paper 3 | Week 10 |
| Exam 3 | End of week 10 (24 hour window) |
| Mini-paper 4 | Week 14 |
| Exam 4 | During exam period (24 hour window) |

Course Materials:

The course readings will heavily draw from the following book, which has been ordered to the bookstore:

- R. R. Palmer, Joel Colton and Lloyd Kramer (11th edition 2013). *A History of Europe in the Modern World*. McGraw-Hill Higher Education. ISBN: 9780073385549. {Palmer}

You can use older versions of the textbook (it used to be called “A History of the Modern World”, but the relevant content is identical) – they are much more affordable.

| 9 th edition | 10 th edition | 11 th edition |
|--|--|--|
|  |  |  |
| ISBN 978-0072502800 | ISBN 978-0073255002 | ISBN 978-0073385549 |

Additional course readings will be available for download from Carmen/Canvas (www.carmen.osu.edu). There may be changes in the readings as we go along. I will communicate these on time. The readings are not optional but required, and you cannot succeed in the course without having done them. The assigned readings as well as material from the lectures are the base for the exams.

Course Technology:

- Baseline technical skills necessary for online courses: Basic computer and web-browsing skills; navigating Carmen.

- Necessary equipment and software: Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection; current supported web browser; device capable of playing audio/video files (i.e. aforementioned computer)
- All course materials (but the readings from the textbook) will be made available via Carmen, or linked from within Carmen.
- Information about the accessibility of all technologies:
<https://resourcecenter.odee.osu.edu/accessibility>

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services (SLDS) to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Useful links:

- Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>
- Office of Distance Education and eLearning: <https://odee.osu.edu/home>
- Student Academic Services: <http://advising.osu.edu/welcome.shtml>
- Student Service Center: <http://ssc.osu.edu/>
- Student Life Disability Services (SLDS): <http://slds.osu.edu>
- Information about the accessibility of all technologies:
<https://resourcecenter.odee.osu.edu/accessibility>
- LockDown Browser (<https://resourcecenter.odee.osu.edu/carmencanvas/using-respondus-lockdown-browser-students>)

Course Policies:

Grading:

I use the full range of grades, which includes E and D. Letter grades have the following meaning:

- “A” (93-100), “A-” (90-92): The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner.
- “B+” (87-89), “B” (84-86), “B-” (80-83): The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner.
- “C+” (77-79), “C” (74-76), “C-” (70-73): The instructor judged the student to have satisfied the stated objectives of the course in an average manner.
- “D+” (67-69), “D” (60-67): The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner.
- “E” (<60): The instructor judged the student not to have satisfied the stated objectives of the course.

Collaboration and Academic Integrity Policy:

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to discuss the material presented in the course with your classmates. However, you should ensure that any written work you submit for evaluation –weekly quizzes, response activities, mini-papers, exams – is the result of your own research and writing and reflects your own approach to the topic. The quizzes and exams are to be taken during the allotted time period without the aid of other students. Do not attempt to copy the test to take it or distribute it to anyone. We will compare IP addresses, grades, and timing for each assignment. Questions will also be drawn from a larger sample of questions, and their order as well as answer responses will be randomized. Thus, each student will see a different quiz or exam. You must also adhere to standard citation practices in the social sciences and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Students are required to upload their papers and written exams to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students (including students who have taken the course in earlier years). To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism. Again, please be aware that we will automatically screen all written assignments for potential plagiarism. All suspected plagiarism cases are forwarded to the Committee on Academic Misconduct. You should visit their website (<https://oaa.osu.edu/coamfaqs.html>). Please also review Ohio State University’s Ten Suggestions for Preserving Academic Integrity (<https://oaa.osu.edu/coamtensuggestions.html>).

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: (http://studentaffairs.osu.edu/resource_csc.asp)

Disability Services (<http://www.ods.ohio-state.edu>):

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

No Recording or Transmission of Course Material:

No form of distribution of class material is permitted. Your personal class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. Transcriptions of the class lectures, as they are intellectual property, however, may not be sold, posted on the web, and/or transmitted to individuals who are not registered for the course, in any fashion.

Mini-papers:

You have to write 4 mini-papers, one from each numeral (1,2,3,4). They are worth 5% each. They are due at 11:59 PM on the due date, though I encourage you to submit them well before that. Here are the prompts:

| MP | Essay prompt |
|-----------|--|
| 1 | Compare and contrast the main developments in England and/or vs France, as discussed in Palmer (especially sections 4.20 and 4.21). |
| 2 | TBA |
| 3 | Which country is to blame for WWI? Informed by Palmer, Ch. 17, take sides on the debate in the British newspapers (see required readings). |
| 4 | TBA |

Mini-papers have three purposes. They provide a way for me to give credit for careful class preparation; they give you the opportunity to clarify your thinking by practicing analytic writing; and they prepare you for the exams. Mini-papers are typed and are not longer than half a page, single-spaced, using standard margins and a font size of 12 (300-400 words max). **They are due – submitted via carmen.osu.edu – at 11:59pm on the day they are due.** If a mini-paper is not handed in on time, or if you hand in the wrong mini-paper, you will receive no credit for it. Please note that all submissions will be screened for potential plagiarism.

The mini-papers ask you a question about the assigned reading(s) and you will write a short composition that supports your answer to the question. To do this successfully, you must be able to support your answer with textual evidence, and guard against the tendency to ignore textual evidence that might undermine your thesis. The main objectives of this assignment are to develop your skills at a) thinking through complex texts that do not always provide simple answers, and b) writing a focused argument. There will be more than one persuasive answer to the question I ask. Thus the **criteria** for a mini-paper are: **(1) Clarity:** do you make your supporting points clear? **(2) Precision and accuracy:** do you draw your supporting points from specific places in the text, using quotation marks and page numbers appropriately, and do you make correct assertions about the text? **(3) Comprehensiveness and balance:** have you identified the textual passages important to this question? **(4) Organization:** do you present your arguments in a coherent order with smooth transitions and grammatical sentences?

| Points | Scoring criteria for mini-papers |
|---------------------------|---|
| Check plus (5 points) | Meets criteria of clarity, precision and accuracy, comprehensiveness and balance, and organization. You have considered the texts carefully and creatively and made a persuasive argument in support of your thesis. |
| Check (4 points) | Must have strength on at least two of the criteria and it should still be good enough to put forward a clear line of argument. It gets a check (and not a check plus) because it does not use specific examples from the text, or does not anticipate the objections of a rival view, and has problems with sentence structure. |
| Check minus (3 points) | An argument mini-paper rates a check minus because it is weak in all criteria and would not serve to persuade an audience familiar with the text. It may also be inaccurate or disorganized. |
| No Credit | Fails to meet any of the criteria for effective support of an interpretive thesis. Not submitted on time. Wrong mini-paper. |

General Education categories (details):

This course fulfills the requirements for the following General Education (GE) categories: (1) Historical Study; (2) Diversity: Global Studies; and (3) Social Science: Human, Natural and Economic Resources. Their goals and expected learning outcomes are as follows.

Historical Study

- Goals:
Students recognize how past events are studied and how they influence today's society and the human condition.
- Expected Learning Outcomes:
 - 1) Students construct an integrated perspective on history and the factors that shape human activity.
 - 2) Students describe and analyze the origins and nature of contemporary issues.
 - 3) Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Diversity: Global Studies

- Goals:
Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
- Expected Learning Outcomes:
 - 1) Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - 2) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Social Science: Human, Natural and Economic Resources

- Goals:
Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.
- Expected Learning Outcomes:

- 1) Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
- 2) Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
- 3) Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

The course description on the first page of this syllabus indicates how the materials covered in this course relate to the General Education goals and Expected Learning Outcomes formulated above.

| Session | | Topics | Readings |
|---------|---|--|---|
| 1.1 | | Introduction | Syllabus |
| 1.2 | A | Varieties of Democracies; United Kingdom | Lijphart, Chapters 1 + 2 + 3 |
| 2.1 | B | Ancient Greece; Climate/Geography [Architecture: Parthenon] [Music: The very beginning] | Palmer, pp. 1-8 (“Geography and History”) Palmer, Chapter 1 (“The Rise of Europe”, section “Ancient Times: Greece, Rome, and Christianity”) http://1stmuse.com/frames/project.html <i>Activity:</i> Taking Sides – “Does Alexander the Great deserve his reputation?” |
| 2.2 | C | Ancient Rome; Middle Ages [Architecture: Colosseum; Pantheon] [Music: Ancient Rome] | Palmer, Chapter 1 (“The Rise of Europe”, sections on Middle Ages) http://www.roman-empire.net http://www2.sunysuffolk.edu/westn/highmed.html <i>Activity:</i> Taking Sides – “Were internal factors responsible for the fall of the Roman Empire?” [“Did the Roman Empire Collapse Under Its Own Weight?”] |
| 3.1 | D | Renaissance [Art: Michelangelo] | Palmer, Chapter 2 (“The Upheaval In Western Christendom, 1300–1560”) |
| 3.2 | E | Reformation [Music: Notation] | Palmer, Chapter 3 (“Economic Renewal And Wars Of Religion, 1560–1648”) http://departments.kings.edu/womens_history/witch/i ndex.html <i>Activity:</i> Taking Sides – “Did Christianity liberate women?” <i>Activity:</i> Taking Sides – “Could the Crusades be considered a Christian holy war?” <i>Activity:</i> Taking Sides – “Did Martin Luther's reforms improve the lives of European Christians?” <i>Activity:</i> Taking Sides – “Did Calvinism Lay the Foundation for Democracy in Europe?” |
| 4.1 | F | English Revolution 1688; Louis XIV; The Age of Enlightenment [Music: Haendel; Bach] | Palmer, Chapter 4 (“The Growing Power Of Western Europe, 1640–1715”) Palmer, Chapter 8 (“The Age Of Enlightenment”, select sections: “The Philosophes - And Others”, “Enlightened Despotism: France, Austria, Prussia”, “New Stirrings; The British Reform Movement”, “The American Revolution”) Mark Stoye (2011): Overview: Civil War and Revolution, 1603-1714. http://www.bbc.co.uk/history/british/civil_war_rev olution/overview_civil_war_revolution_01.shtml John Morrill (2011): Oliver Cromwell. http://www.bbc.co.uk/history/british/civil_war_rev olution/cromwell_01.shtml Edward Vallance (2011): The Glorious Revolution. http://www.bbc.co.uk/history/british/civil_war_rev olution/glorious_revolution_01.shtml |

| Session | | Topics | Readings |
|------------|---|---|--|
| | | | <i>Activity:</i> Takin Sides – “Did Oliver Cromwell Advance Political Freedom in Seventeenth-Century England”? Mini-paper 1 due |
| 4.2 | | Exam I | |
| 5.1 | G | Parliamentarism vs. Presidentialism; France [Music: Classical composers] | Lijphart, Chapter 7 (“Executive-Legislative Relations”) |
| 5.2 | H | French Revolution [Art: Jacques-Louis David] | Palmer, Chapter 9 (“The French Revolution”) <i>Activity:</i> Taking Sides [Clashing Views in World History, Volume 2, 3rd ed.] – “Was the French Revolution Worth Its Human Costs?” |
| 6.1 | I | Napoleonic Europe; (Nationalism) [Music: Romantic composers] | Palmer, Chapter 10 (“Napoleonic Europe”) <i>Activity:</i> Taking Sides [Clashing Views in World History, Volume 2, 3rd ed.] – “Does Napoleon Bonaparte Deserve His Historical Reputation as a Great General?” |
| 6.2 | J | Industrial Revolution | Palmer, Chapter 11 (“Industries, Ideas, And The Struggle For Reform, 1815–1848”) http://www.essential-humanities.net/history-supplementary/industrial-revolution/ <i>Activity:</i> Taking Sides [Clashing Views in World History, Volume 2, 3rd ed.] – “Did the Industrial Revolution Lead to a Sexual Revolution?” |
| 7.1 | K | Ideology | Andrew Heywood: Political Ideologies – Summaries (pp. 1-11) Cole & Symes (2014), Chapter 20 (“The Age of Ideologies: Europe in the Aftermath of Revolution, 1815–1848”, pp. 666-677) Mini-paper 2 due |
| 7.2 | | Exam II | |
| 8.1 | L | Coalition Theory; Electoral systems; Germany | Lijphart, Chapter 6 + 8 |
| 8.2 | M | Party systems | Russell Dalton (2014). Citizen Politics. Chapter 7 (pp. 133-154) |
| 9.1 | N | 1848 Revolutions [Music: Franz Liszt] | Palmer, Chapter 12 (“Revolutions And The Reimposition Of Order, 1848–1870”) |
| 9.2 | O | 1848-1870: Unification of Italy; Unification of Germany [Music: Richard Wagner] | Palmer, Chapter 13, select sections (“Backgrounds: The Idea Of The Nation-State”; “Cavour and the Italian War of 1859: The unification of Italy”; “The Founding Of A German Empire And The Dual Monarchy Of Austria-Hungary”) http://web.colby.edu/rmscheck/contents/ |
| 10.1 | P | 1871-1914 [Music: After Wagner; Paris World Fair] | Palmer, Chapter 14 (“European Civilization, 1871–1914: Economy And Politics”) |

| Session | | Topics | Readings |
|-----------|---|--|--|
| | | | Palmer, Chapter 15 (“European Civilization, 1871–1914: Society And Culture”) Palmer, Chapter 16 (select sections: “Imperialism: Its Nature and Causes”; “The partition of Africa”) |
| 10.2 | Q | WW I [Art: Picasso’s Guernica] | Palmer, Chapter 17 (“The First World War”) Debate on WWI (newspaper articles by Michael Gove, Tristram Hunt, Boris Johnson, Richard J Evans – see Carmen/Canvas) <i>Activity:</i> Taking Sides [Clashing Views in World History, Volume 2, 3rd ed.] – “Were German Militarism and Diplomacy Responsible for World War I?” Mini-paper 3 due |
| 11.1 | | Exam III | |
| 11.2 | R | Weimar Republic / Interwar Period [Music: Gershwin] | Palmer, Chapter 19 (“Democracy, Anti-Imperialism, and the Economic Crisis After the First World War”) http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/ |
| 12.1 | S | WW II [Music during WW II] | Palmer, Chapter 20, select section (“Italian Fascism”; “Totalitarianism: Germany’s Third Reich”) Palmer, Chapter 21 (“The Second World War”) https://www.ushmm.org/ <i>Activity:</i> Taking Sides [Clashing Views in World History, Volume 2, 3rd ed.] – “Was the Treaty of Versailles Responsible for World War II?” <i>Activity:</i> Taking Sides [Clashing Views in World History, Volume 2, 3rd ed.] – “Was German “Eliminationist Anti-Semitism” Responsible for the Holocaust?” |
| 12.2 | T | European Union [Music: Minimalism] | Gallagher & Laver & Mair (2006), Chapter 5 (“The European Union and Representative Government”) |
| 13.1 | U | Post-War / Cold War | Palmer, Chapter 22 (“The Cold War and Reconstruction After the Second World War”) |
| 13.2 | V | US exceptionalism | Jens Alber (2010). “What the European and American welfare states have in common and where they differ,” Journal of European Social Policy 20(2). Lane Kenworthy’s blog entry (https://lanekenworthy.net/america-is-exceptional/) Taylor, Steven L., Matthew Soberg Shugart, Arend Lijphart, and Bernard Grofman. <i>A Different Democracy</i> , 2014, Chapter 10. Mini-paper 4 due |
| 14.1 | W | Conclusion | TBD |
| 15 | | Exam IV | |