

Term Information

Effective Term Autumn 2020
Previous Value Spring 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

We have worked with ASC tech to secure approval to teach the course online and would like curriculum to reflect that approval

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2204
Course Title	Modern European History
Transcript Abbreviation	Mod Euro Hist
Course Description	Examination of selected themes from the history of Modern Europe from the French Revolution to the Present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, Less than 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Recitation, Lecture
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	Not open to students with credit for 1212 or 312.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0103
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will learn about the social hierarchies and experiences of disenfranchised groups in Europe, and will examine the relationship between governing structures and society as a whole, identifying existing parallels to current US society.
Content Topic List	<ul style="list-style-type: none">• French Revolution• Nineteenth-century revolutions• Industrialization• Nationalism and imperialism• Modernism• Urbanization• The new woman• The two world wars• Communism• Fascism and the defense of democracy• Decline of empires and the Cold War• Post-colonialism and the EU
Sought Concurrence	No

Attachments

- DL History 2204 syllabus Revised.docx: Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- Checklist - History 2204.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- 2204 GE Assessment Plan.pdf: Assessment Plan
(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)
- 2204 Spring 2017 Syllabus.docx: In person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- History appeal support.pdf: Appeal
(Appeal. Owner: Heysel,Garett Robert)

Comments

- Once the work with ASCTech (or ODEE/equivalent college support team for non-ASC units) is completed, the course request should be submitted via curriculum.osu.edu with the following attachments
 (1) a complete syllabus for the distance learning course,
 (2) a syllabus for the class version of the course (if applicable)
 (3) the completed Distance Learning Course Component Technical Review Checklist (or equivalent documentation for non-ASC units),
 (4) for existing GE courses that are being converted to a distance learning format: an updated GE assessment plan that is specific to the distance learning format. *(by Heysel,Garett Robert on 05/30/2020 11:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	05/29/2020 04:57 PM	Submitted for Approval
Approved	Elmore,Bartow J	05/29/2020 09:04 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/30/2020 11:57 PM	College Approval
Submitted	Heikes,Jacklyn Celeste	06/11/2020 11:36 AM	Submitted for Approval
Approved	Elmore,Bartow J	06/11/2020 01:19 PM	Unit Approval
Approved	Heysel,Garett Robert	06/11/2020 07:13 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	06/11/2020 07:13 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: HISTORY 2204 MODERN EUROPE 1789-PRESENT AU2020 ONLINE

Course overview

Instructor

Instructor: Dr. Jim Genova
Email address: Genova.2@osu.edu
Phone number: 740-725-6215
Office hours: TR 1:00PM-2:00PM
Office Location: Carmen Chat or Zoom (email me please)

Course Coordinator

Course description

This course explores the history of Europe from the beginning of the French Revolution to the present. Inspired by the ideas of the Enlightenment and the example of the revolt of England's American colonies, the outbreak of revolution in France touched off a wave of deep political, social, cultural, and economic changes that rippled around the world. The Revolution also was the result of significant changes in Europe during the 18th century that exposed the structural limits of European systems of governance and economic practices. Following the tumultuous events of the French Revolution and Napoleonic Wars, Europe continued to wrestle with the legacies of that period as well as move in radically different directions, clearly demarcating the post-1789 period from what had transpired before. Over the course of the 19th century Europe underwent industrialization, the construction of nation-states, imperial expansion, and dramatic social and cultural changes. The tensions of Europe's long 19th century prepared the framework for the massive cataclysm of the Great War (1914-1918). That conflict, in turn, spurred further radical changes in Europe and the global balance of power, while also failing to resolve some of the critical tensions that led to the Great War. Those processes culminated in a second catastrophic war – World War Two (1939-1945) – that definitively closed the era of the long 19th century and opened

yet another chapter in Europe's history, this time with much of Europe bracketed between the overarching might of the world's two superpowers (the U.S. and USSR), locked in a global struggle for dominance for the next half century. The end of the Cold War in 1989-1991 marked the end of the unfinished legacies of the Second World War while also opening the latest phase of Europe's history, now enmeshed in a globalized economy that called into question the continued viability of the nation-states built in the 19th century. Europe in the 21st century faced new challenges from a variety of often unpredictable directions, while also confronting deep internal structural problems that raised new tensions among Europeans and threatening the humanist vision articulated during the Second World War. The objective of this class is to provide a general overview of Europe's history after 1789 that opens the door to a deeper appreciation of Europe's place in the world as well as the impact of the wider world in shaping Europe. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams and short writing assignments. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

Course learning outcomes

General Education Learning Objectives and Outcomes:

Historical Study:

- **Goals:**
 - Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

- Students construct an integrated perspective on history and the factors that shape human activity.
- Students describe and analyze the origins and nature of contemporary issues.
- 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:

- **Goals:**
 - Students understand the pluralistic nature of institutions, society, and culture of Europe in order to become educated, productive, and principled citizens.

Global Studies

Expected Learning Outcomes:

- 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.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course materials

Required

Joshua Cole and Carol Symes, *Western Civilizations: Their History & Their Culture*
Volume C Twentieth Edition (New York: W.W. Norton & Company, 2020).

All other required texts will be posted on Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

In addition, you can contact the Marion IT staff: Travis Elkins (elkins.66@osu.edu), Bryan Sickmiller (sickmiller.2@osu.edu), and Joe Zhou (zhou.134@osu.edu).

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration

- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Weekly Carmen Discussions	15%
Weekly Short Writing Assignments	15%
Intermediate Writing Assignments	15%
Mid-Term Exam	25%
Final Exam	30%
Total	100

See course schedule, below, for due dates

Assignment information

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than simply through the recorded lectures or the weekly reading assignments. Each week a new subject theme will be posted on the course's Canvas website for each module. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will open with each module on every Monday of the semester (except week 1 when it will open on Tuesday) and students are expected to have made their interventions by the end of the day on Sunday of that week (except week 16 when it will be due on 9 December). Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

Weekly Short Writing Assignments:

The short writing assignments, due by the end of the day each Sunday for the weekly module except week 16 when the due date is 9 December, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

Intermediate Writing Assignments:

Periodically throughout the semester there will be longer intermediate writing assignments. The topics will be posted in the module during which it is due. The Intermediate Writing Assignments will be 2-3 pages in length and are meant to provide an opportunity for summarizing a major unit of the course before moving into the next phase of the material to be covered. Grading will be based on completeness in responding to the prompts, use of the materials from the modules for that unit, and quality of the analysis. The Intermediate Writing Assignments will have a numerical grade associated with them.

Late assignments

Please contact me three days before an assignment is due to discuss options on late credit. I will take each request on a case-by-case basis.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B

80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

1. Grading and feedback will be completed within one week of the assignment's due date.
2. Messages through Carmen Messaging or email will get a response within 24 hours.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Marion Campus resources:

Student Services Building, Room 128

Phone: 740-725-6247

e-mail: marionds@osu.edu

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/?]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build

on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

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://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	25 th Aug	<p>Welcome Video and Explanation of the Course</p> <p>Readings: Course Syllabus, Cole and Symes, <i>Western Civilizations</i>, Chapter 17</p> <p>Assignments: Watch Introduction Video Online Discussion #1 Short Writing Assignment #1</p>
2	31 st Aug	<p>Video Lecture 1 – The French Revolution and Its Impact Video Lecture 2 – The Napoleonic Wars</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 18</p> <p>Assignments: Online Discussion #2 Short Writing Assignment #2</p>
3	7 th Sept	<p>Video Lecture 1 – The Industrial Revolution Video Lecture 2 – Social and Cultural Aspects of Industrialization</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 19</p> <p>Assignments: Online Discussion #3 Short Writing Assignment #3</p>
4	14 th Sept	<p>Video Lecture 1 – Restoration, Slavery, and the Liberal Challenge Video Lecture 2 – Radical Ideologies of Opposition</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 20</p> <p>Assignments: Online Discussion #4 Short Writing Assignment #4 Intermediate Writing Assignment #1</p>
5	21 st Sept	<p>Video Lecture 1 – Revolutions of 1848 Video Lecture 2 – Nationalism and the Formation of Nation-States</p>

		<p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 21</p> <p>Assignments: Online Discussion #5 Short Writing Assignment #5</p>
6	28 th Sept	<p>Video Lecture 1 – Europe’s Scramble for Empire and the Politics of Race</p> <p>Video Lecture 2 – Anti-Colonialism and the Tensions of Empire</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 22</p> <p>Assignments: Online Discussion #6 Short Writing Assignment #6</p>
7	5 th Oct	<p>Video Lecture 1 – The Second Industrial Revolution, the Rise of Socialism</p> <p>Video Lecture 2 – Women on the Move: Suffrage and Feminism</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 23</p> <p>Assignments: Online Discussion #7 Short Writing Assignment #7 Intermediate Writing Assignment #2</p>
8	12 th Oct	<p>Mid-Term Exam: Window available on Carmen Course Site Monday 12 October</p> <p>Video Lecture 1 – The Great War Part I</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 24 (begin)</p> <p>Assignments: Online Discussion #8 Short Writing Assignment #8</p>
9	19 th Oct	<p>Video Lecture 1 – The Great War Part II</p> <p>Video Lecture 2 – Founding the Soviet Union and Communism</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Ch. 24 (finish) Ch. 25 (start)</p> <p>Assignments: Online Discussion #9</p>

		Short Writing Assignment #9
10	26th Oct	<p>Video Lecture 1 – Fascism, Nazism, and Depression Video Lecture 2 – World War Two Part I</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Ch. 25 (finish) Ch. 26 (start)</p> <p>Assignments: Online Discussion #10 Short Writing Assignment #10 Intermediate Writing Assignment #3</p>
11	2nd Nov	<p>Video Lecture 1 – The Holocaust Video Lecture 2 – World War Two Part II</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 26 (finish)</p> <p>Assignments: Online Discussion #11 Short Writing Assignment #11</p>
12	9th Nov	<p>Video Lecture 1 – Post-War Recovery and the Cold War Video Lecture 2 – Decolonization and Intellectual Revolt</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 27</p> <p>Assignments: Online Discussion #12 Short Writing Assignment #12</p>
13	16th Nov	<p>Video Lecture 1 – Europe in the 1960s and the End of the Economic Miracle Video Lecture 2 – End of the Cold War: Europe in the 1980s</p> <p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 28</p> <p>Assignments: Online Discussion #13 Short Writing Assignment #13</p>
14	23rd Nov	Thanksgiving Break- No assignments
15	30th Nov	<p>Video Lecture 1 – Europe in the Age of Globalization: The European Union Video Lecture 2 – Europe in the 21st Century</p>

		<p>Readings: Cole and Symes, <i>Western Civilizations</i>, Chapter 29</p> <p>Assignments: Online Discussion #14</p> <p>Short Writing Assignment #14</p> <p>Intermediate Writing Assignment #4</p>
16	7 th Dec	<p>Video Lecture 1 – Challenges and Opportunities since 2008</p> <p>Readings: None</p> <p>Assignments: Online Discussion #15</p> <p>Short Writing Assignment #15</p>

*****Final Exam Window Opens Friday 11 December 2020*****

HISTORY 2204 Modern Europe 1789-Present
Spring Semester 2017
The Ohio State University-Marion

Instructor: Dr. Genova

Office: Morrill Hall 112

Office Hours: TR 1:00 p.m.-2:00 p.m. and by appointment

E-mail: genova.2@osu.edu

Phone: (740) 725-6215

Course Description:

This course explores the history of Europe from the beginning of the French Revolution to the present. Inspired by the ideas of the Enlightenment and the example of the revolt of England's American colonies, the outbreak of revolution in France touched off a wave of deep political, social, cultural, and economic changes that rippled around the world. The Revolution also was the result of significant changes in Europe during the 18th century that exposed the structural limits of European systems of governance and economic practices. Following the tumultuous events of the French Revolution and Napoleonic Wars, Europe continued to wrestle with the legacies of that period as well as move in radically different directions clearly demarcating the post-1789 period from what had transpired before. Over the course of the 19th century Europe underwent industrialization, the construction of nation-states, imperial expansion, and dramatic social and cultural changes. The tensions of Europe's long 19th century prepared the framework for the massive cataclysm of the Great War (1914-1918). That conflict, in turn, spurred further radical changes in Europe and the global balance of power, while also failing to resolve some of the critical tensions that led to the Great War. Those processes culminated in a second catastrophic war – World War Two (1939-1945) that definitively closed the era of the long 19th century and opened yet another chapter in Europe's history, this time with much of Europe bracketed between the overarching might of the world's two superpowers (the U.S. and USSR), locked in a global struggle for dominance for the next half century. The end of the Cold War in 1989-1991 marked the end of the unfinished legacies of the Second World War while also opening the latest phase of Europe's history, now enmeshed in a globalized economy that called into question the continued viability of the nation-states built in the 19th century. Europe in the 21st century faced new challenges from a variety of often unpredictable directions, while also confronting deep internal structural problems that raised new tensions among Europeans and threatening the humanist vision articulated during the Second World War. The objective of this class is to provide a general overview of Europe's history after 1789 that opens the door to a deeper appreciation of Europe's place in the world as well as the impact of the wider world in shaping Europe. The course is organized around a combination of lectures and discussions, as well as expository exercises – exams and short writing assignments. Attendance and participation are vital for your and the course's success. Attendance will be taken every day and there will be **NO MAKE-UPS** for exams or writing assignments without proof of an acceptable **PERSONAL** medical emergency. **Failure of the course will result from any of the following: FIVE un-excused absences; missing THREE online Canvas discussions; missing TWO short writing assignments; and missing the MID-TERM or FINAL exam.**

General Education Learning Objectives and Outcomes:

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:

Goals:

Students understand the pluralistic nature of institutions, society, and culture of Europe in order to become educated, productive, and principled citizens.

Global Studies:

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.

History Major Fulfillment:

This course fulfills the category of post-1750, non-Western AND Western world in the History curriculum.

Requirements and Grading:

Attendance/Participation	10%
Online Canvas Discussions (12)	15%
Short Writing Assignments (4)	20%
Mid-Term Exam	25%
Final Exam	30%

Grade Breakdown:

93.5-100 = A, 89.5-93.4 = A-,
86.5-89.4 = B+, 83.5-86.4 = B, 79.5-83.4 = B-,
76.5-79.4 = C+, 73.5-76.4 = C, 69.5-73.4 = C-,
66.5-69.4 = D+, 63.5-66.4 = D, 59.5-63.4 = D-,
59.4-0 = E.

Required Text:

Joshua Cole and Carol Symes, *Western Civilizations: Volume C* Eighteenth Edition (New York: W.W. Norton & Company, 2014).

Weekly Online Discussions:

Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than is possible during meeting times. Each week a new subject theme will be posted on the course's Canvas website. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will be posted on Monday each week and students are expected to have made their interventions by the end of the day on Sunday. Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

Classroom Conduct:

In this course we will create and maintain an environment of respect for one another where all will have an equal opportunity to learn, participate, and succeed. Harassment of any kind and disrespect in general will not be tolerated. All have the right to speak freely within the parameters of the course subject as well as the right to listen to others speaking. A student's right to privacy shall in no way be infringed; any information pertaining to a student's performance in the course shall be kept in strictest confidentiality among the interested parties according to the Family Educational Rights and Privacy Act of 1974.

University Policies:

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).

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Disability Services:

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Our Staff:

The Office of Disability Staff members are knowledgeable, experienced and able to assist students with academic adjustment, learning strategies, advocacy skills and transition from high school to college and into employment.

Staff members are involved in a variety of additional activities. At times they serve as advocates for students to ensure access to appropriate accommodations. In addition, they act as consultants to faculty and staff on disability-related issues. Our staff also provides in-service training for the campus community and members of the greater Marion and surrounding communities.

For more information:

Student Services Building, Room 128

Phone: 740-725-6247

e-mail: marionds@osu.edu

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The website for the Office for Disability Services for The Ohio State University system is: <http://osumarion.osu.edu/academics/academic-support-services/disability-services.html>.

Course Outline:

Week 1 (9 Jan. – 13 Jan.):

Introduction and Enlightenment:

10 Jan. Introduction

12 Jan. The Enlightenment

Readings: None

Assignment: None

Week 2 (16 Jan. – 20 Jan.):

French Revolution and Napoleonic Wars:

17 Jan. The French Revolution and Its Impact

19 Jan. The Napoleonic Wars: Europe and the World Transformed

Readings: Cole and Symes, *Western Civilizations*, Chapter 18

Assignment: Canvas Discussion #1

Week 3 (23 Jan. – 27 Jan.):

Industrialization:

24 Jan. The Industrial Revolution

26 Jan. Social and Cultural Aspects of Industrialization

Readings: Cole and Symes, *Western Civilizations*, Chapter 19

Assignment: Canvas Discussion #2

Week 4 (30 Jan. – 3 Feb.):

Age of Ideology:

31 Jan. Restoration, Slavery, and the Liberal Challenge

2 Feb. Radical Ideologies of Opposition

Readings: Cole and Symes, *Western Civilizations*, Chapter 20
Assignment: Canvas Discussion #3
Short Writing Assignment #1

Week 5 (6 Feb. – 10 Feb.):

Europe Turned Upside Down:

7 Feb. Revolutions of 1848
9 Feb. Nationalism and the Formation of Nation-States

Readings: Cole and Symes, *Western Civilizations*, Chapter 21
Assignment: Canvas Discussion #4

Week 6 (13 Feb. – 17 Feb.):

Imperialism and Resistance:

14 Feb. Europe's Scramble for Empire and the Politics of Race
16 Feb. Anti-Colonialism and the Tensions of Empire

Readings: Cole and Symes, *Western Civilizations*, Chapter 22
Assignments: Canvas Discussion #5

Week 7 (20 Feb. – 24 Feb.):

The Second Industrial Revolution and Radical Challenges:

21 Feb. The Second Industrial Revolution and the Rise of Socialism
23 Feb. Women on the Move: Suffrage and Feminism

Readings: Cole and Symes, *Western Civilizations*, Chapter 23
Assignment: Canvas Discussion #6
Short Writing Assignment #2

Week 8 (27 Feb. – 3 Mar.):

Exam and War:

28 Feb. **Mid-Term Exam**
2 Mar. The Great War Part I

Readings: Cole and Symes, *Western Civilizations*, Chapter 24 (begin)
Assignment: None

Week 9 (6 Mar. – 10 Mar.):

War and Revolution:

7 Mar. The Great War Part II
9 Mar. Formation of the Soviet Union and the Advent of Communism

Readings: Cole and Symes, *Western Civilizations*, Ch. 24 (finish) Ch. 25 (start)
Assignment: Canvas Discussion #7

Week 10 (13 Mar. – 17 Mar.):

Spring Break:

14 Mar. **No Class**

16 Mar. **No Class**

Readings: None

Assignment: None

Week 11 (20 Mar. – 24 Mar.):

Fascism, the Depression, and War:

21 Mar. Fascism, Nazism, and Depression

23 Mar. World War Two Part I

Readings: Cole and Symes, *Western Civilizations*, Ch. 25 (finish) Ch. 26 (start)

Assignment: Canvas Discussion #8
Short Writing Assignment #3

Week 12 (27 Mar. – 31 Mar.):

War and Genocide:

28 Mar. The Holocaust

30 Mar. World War Two Part II

Readings: Cole and Symes, *Western Civilizations*, Chapter 26 (finish)

Assignment: Canvas Discussion #9

Week 13 (3 Apr. – 7 Apr.):

Post-War Recovery and Global Transformations:

4 Apr. Post-War Recovery and the Cold War

6 Apr. Decolonization and Intellectual Revolt

Readings: Cole and Symes, *Western Civilizations*, Chapter 27

Assignment: Canvas Discussion #10

Week 14 (10 Apr. – 14 Apr.):

Europe in a State of Flux:

11 Apr. Europe in the 1960s and the End of the Economic Miracle

13 Apr. End of the Cold War: Europe in the 1980s

Readings: Cole and Symes, *Western Civilizations*, Chapter 28

Assignment: Canvas Discussion #11

Week 15 (17 Apr. – 21 Apr.):

Globalization and Challenges of the 21st Century:

18 Apr. Europe in the Age of Globalization: The European Union

20 Apr. Europe in the 21st Century

Readings: Cole and Symes, *Western Civilizations*, Chapter 29
Assignment: Canvas Discussion #12
Short Writing Assignment #4

Week 16 (24 Apr.):

Nothing

Final Exam Week (26 Apr. – 2 May):

*****Final Exam: Tuesday, 2 May 3:00 p.m. – 4:45 p.m.*****

GE ASSESSMENT PLAN

A. Historical Studies

ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students are required to write short papers (2-3 pages) four times during the semester to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: One paper asks students to reflect on how the ideas of the Enlightenment changed concepts of government as well as people's expectations for life in general including what they should/could expect from their daily lives.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students describe and analyze the origins and nature of contemporary issues.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to describe and analyze the origins and nature of contemporary issues.

Sample question: To what extent was the rise of nationalism as a political philosophy connected to the new imperialism of the late 1800s? How does the emergence of modern racism inform both nationalism and the new imperialism?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, and self-aware analysis of the origins and nature of contemporary issues.	Demonstrates adequate and critical understanding of the origins and nature of contemporary issues.	Demonstrates modest understanding of the origins and nature of contemporary issues.	Demonstrates little or no understanding of the origins and nature of contemporary issues.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how

strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

ELO 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.

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students will write a 2-3 pages paper to assess students’ ability to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Sample question: Using the primary sources in the text as well as the assigned readings for the class write as short paper that discusses the following: What were the defining features of the Cold War in Europe? How did the strains of the Cold War impact East and West Europe? What factors contributed to the end of the Cold War?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust and critical ability to speak and write about primary and secondary	Demonstrates adequate and critical ability to speak and write about primary and secondary	Demonstrates modest ability to speak and write about primary and secondary	Demonstrates little or no ability to speak and write about primary and secondary

historical sources.	historical sources.	historical sources.	historical sources.
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2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department. We intend to ensure that the proposed course adequately articulates these goals, teaches toward them, tests for them, and helps students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

B. Diversity- Global Studies

ELO 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.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to understand the economic, political, cultural, and social dimensions of the past and present societies of Europe and will learn to weigh the various aspects of these dimensions in their understanding of past and present.

Sample: The outbreak of the Great War (First World War, 1914-1918) initially led many groups such as women and workers to put aside their demands in the cause of national unity. However, by 1916 the old issues that divided societies before the conflict began to resurface and in 1917 began to explode in revolution. Write an essay in which you discuss the connection between the war and revolution in Europe between 1917 and 1923. How did the war and revolution transform European society and politics after 1918?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of Europe.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of Europe.	Demonstrates modest understanding of the varied aspects of the cultures and communities of Europe.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of Europe.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

ELO 2: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

1. Direct Measure:

Specific Question/Assignment: a question will appear on the midterm or final to assess students' ability to be able to situate local events in their global contexts and their ability to understand their own place in this economic context both as US and as global citizens.

Sample: The end of the Cold War in Europe between 1989 and 1991 presented the continent with new challenges. Some came from outside such as the overwhelming dominance of the United States and its desire to establish a global free trade capitalist system, while others were internal and concerned the future of European cooperation and the Welfare State. Write an essay in which you discuss the formation of the European Union as a response to those challenges. What issues have been at the center of conflict over the nature of the European Union since 1992?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the role of national and international diversity in shaping their worlds.	Demonstrates adequate understanding of the role of national and international diversity in shaping their worlds	Demonstrates modest understanding of the role of national and international diversity in shaping their worlds.	Demonstrates little or no understanding of the role of national and international diversity in shaping their worlds.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to

indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Level of student achievement expected for the ELO: Expected score: 75% of students good or better and agree or agree strongly that course meets objectives.

Assessment Evaluation Goals:

A brief summary report will be written and be made available to the Chair of the department's Undergraduate Teaching Committee. Assessments will be summarized and used to alter the course for the next teaching.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Hist 2204

Instructor: Dr. Jim Genova

Summary: Modern Europe 1789-Present

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen • Discussion Boards • CarmenWiki
6.3 Technologies required in the course are readily obtainable.	X			All software is available for free via OSU site license.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 5/26/20
- Reviewed by: Ian Anderson

Notes: Learning outcomes are missing. CarmenConnect should be replaced with Carmen Zoom.

5/26/20: Both items above fixed./L. Seeger

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Subject: RE: History 3310, 3270, and 2204
Date: Thursday, June 11, 2020 at 3:42:51 PM Eastern Daylight Time
From: Vankeerbergen, Bernadette
To: Heikes, Jacklyn C., Heysel, Garrett
CC: Elmore, Bartow J.
Attachments: image001.png

Hi Jacklyn,

Sure, no problem.

Garrett, can you do that? All three courses are in your queue.

Best,
Bernadette



Bernadette Vankeerbergen, Ph.D.
Program Director, Curriculum and Assessment
College of Arts and Sciences
154D Denney Hall, 164 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679 / Fax: 614-292-6303
<http://ascas.osu.edu>

From: Heikes, Jacklyn C. <heikes.6@osu.edu>
Sent: Thursday, June 11, 2020 3:40 PM
To: Heysel, Garrett <heysel.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Cc: Elmore, Bartow J. <elmore.83@osu.edu>
Subject: History 3310, 3270, and 2204

Hi Garrett and Bernadette,

When the Department of History submitted the online approval documents for 3310, 3270, and 2204, we were of the understanding that we could only seek approval for the courses starting in Spring 2021 due to the February 1st deadline for Autumn 2020. Could we please have the effective terms for these three courses changed to Autumn 2020?

Our instructors are anticipating teaching online in the coming Autumn and would like to secure approval for their courses not only for the next pandemic semester, but for all semesters thereafter. By going through the approval process over the summer, many are hoping to avoid an assurance form in the upcoming Autumn 2020 term.

Best wishes,
Jacklyn



Jacklyn Heikes

Program Coordinator

College of Arts and Sciences Department of History

136 Dulles Hall, 230 Annie & John Glenn Avenue, Columbus, OH 43201

614-292-6059 Office

heikes.6@osu.edu / osu.edu

Pronouns: she/her/hers or they/them/theirs