

Term Information

Effective Term

Previous Value

Summer 2012

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)?

Enhancing the delivery mode for this course offers an opportunity to vastly expand the potential student enrollment base beyond what has been typical in this class. Students will be able to take this class regardless of their campus affiliation and those who are not resident in Ohio will also have access to it. This change to permit full online delivery is also consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches. The shift to permit DL designation for this course will not entail any additional fiscal or logistical commitments on the part of the instructor or Department.

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	3253
Course Title	20th Century Europe to 1950
Transcript Abbreviation	Europe 1900-1950
Course Description	Exploration of the major historical events and issues from approximately 1900 to 1950.
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, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
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: Any 2000-level History course, and English 1110.xx; or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 512.04.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Historical Study

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">• Understanding the events and consequences thereof from the the first half of the 20th century in Europe
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• World War I and the peace settlements• Social and cultural legacies of the War• Fascism• Communism and liberal democracy• The Great Depression• The Third Reich• World War II and the Holocaust• Allied occupation and the onset of the Cold War• Labor movements• Spanish Civil War
Sought Concurrence	No

COURSE CHANGE REQUEST
3253 - Status: PENDING

Last Updated: Heysel,Garett Robert
08/18/2020

Attachments

- Hist 3253 checklist.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- HIST 3253 Syllabus Spring 2015.docx: In person syllabus
(Syllabus. Owner: Vankeerbergen,Bernadette Chantal)
- HIST 3253 Syllabus Online Revised.pdf: Revised DL syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- HIST 3253 GE Assessment Plan Revised.pdf: Revised GE Assessment Plan
(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)

Comments

- See 7-29-20 email to B. Elmore and J. Heikes *(by Oldroyd,Shelby Quinn on 07/29/2020 03:15 PM)*
- Any in-person syllabus for this course is currently unavailable as it would be on paper in Dulles hall. *(by Heikes,Jacklyn Celeste on 06/16/2020 05:16 PM)*
- You had requested that I reject. *(by Elmore,Bartow J on 06/16/2020 05:14 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	06/16/2020 02:52 PM	Submitted for Approval
Revision Requested	Elmore,Bartow J	06/16/2020 05:14 PM	Unit Approval
Submitted	Heikes,Jacklyn Celeste	06/16/2020 05:16 PM	Submitted for Approval
Approved	Elmore,Bartow J	06/16/2020 05:25 PM	Unit Approval
Approved	Heysel,Garett Robert	06/16/2020 05:54 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/29/2020 03:15 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	08/13/2020 01:56 PM	Submitted for Approval
Approved	Elmore,Bartow J	08/13/2020 04:32 PM	Unit Approval
Approved	Heysel,Garett Robert	08/18/2020 12:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	08/18/2020 12:53 PM	ASCCAO Approval

HISTORY 3253 Europe 1900-1950
Fall Semester 2020 Online
The Ohio State University-Marion

Instructor: Dr. Genova

Office: Morrill Hall 112

Office Hours: TR 1:00-2:00 p.m. via Carmen Chat + by appointment (Zoom available)

E-Mail: Genova.2@osu.edu

Phone: 740-725-6215

Course Description:

This course examines one of the most dynamic, controversial, and troubling periods in European history. Beginning with the continent on the brink of catastrophe, revolution, and at the peak of its global domination, we will look in-depth at European society, culture, politics, and economics from the period prior to the First World War to the aftermath of the Second World War. We start with what has been referred to as the “Belle Époque,” a period that included sweeping reforms in European government, growing social strife, and rapid technological advance. Only in the wake of the catastrophic Great War was the era 1900-1914 called the “Belle Époque.” We then turn our attention to the world’s first industrial war and the advent of total war. The course follows the major trends in culture, politics, economics, society, and developments in Europe’s vast colonial empires through the interwar years. We will chart the road back to war and the conflagration known as the Second World War, exploring that conflict’s impact on the trends outlined earlier in the course as well as the new trajectories that followed in its wake. Finally, we will explore the origins of the Cold War and the early years of post-war reconstruction in Europe as the continent was bifurcated under the influence of the two superpowers – the U.S. and USSR. This course is designed to provide both a survey of European history during the first half of the 20th century as well as a rigorous examination of one of the more decisive periods in modern history. The course is organized around a combination of lectures, readings, discussions, and expository exercises – exams, short writing assignments, and two short papers. 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.

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.

History Major Fulfillment:

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

How this course works:

Mode of Delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time except for the windows for the mid-term and final exams listed below.

Pace of online activities: This course is divided into weekly modules that are released at the beginning of each week of the class on Mondays (with the exception of week one which starts on the first official day of class for the semester – a Tuesday). Students must complete the activities of each module during that week but can engage with them at any time during that week. Each module must be completed before moving on to the next one.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State Policy, students should expect around three hours per week of time spent on direct instruction in addition to six hours of homework to receive a grade of “C” average.

Requirements and Grading:

Weekly Online Discussions:	15%
Weekly Short Writing Assignments:	15%
First 5-Page Paper:	10%
Second 5-Page Paper:	10%
Mid-Term Exam:	25%
Final Exam:	25%

Grade Breakdown:

93-100 = A, 90-92 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 64-66 = D, 0-63 = E.

Required Texts:

James Wilkinson and H. Stuart Hughes, *Contemporary Europe: A History*, 10th Edition

(Upper Saddle River, N.J.: Prentice Hall, 2004).
David Welch, *Modern European History, 1871-2000: A Documentary Reader*, 2nd Edition (London and New York: Routledge, 1999).
Modris Eksteins, *Rites of Spring* (Boston: Mariner Books, 2000).
Primo Levi, *Survival in Auschwitz* (New York: Simon & Schuster, 1996).

Course Technology:

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk via their website: ocio.osu.edu/help, phone: 614-688-4357 (HELP), email: servicedesk@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).

Skills and Technology Needed for this course:

Basic computer and web-browsing skills, navigating Carmen, Microsoft Office 365 (all Ohio State students are eligible for free Microsoft Office 365 Pro-Plus through Microsoft's Student Advantage program. To download visit: go.osu.edu/office365help).

Carmen Access:

You will need to use BuckeyePass m-factor authentication to access your courses in Carmen. Take the following steps:

1. Register multiple devices in case something happens to your primary device. Visit the BuckeyePass – Adding a Device help article for step-by-step instructions.
2. Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears.
3. Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

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 Carmen 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.

Short Papers:

The short papers will be based on guiding questions provided by the instructor. Students are expected to draw from their primary sources to provide evidence to back the theses articulated in the paper. The papers will be 5-7 pages in length and must respond directly to the questions asked. No outside research is required for this assignment, however all sources used in the paper must be properly cited. The papers will be due on the Sunday of the week in the module in which they are assigned. Late papers will be marked down ½ letter grade per day late up to five days late at which time the assignment will receive an automatic failing grade.

Instructor 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.

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>

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:

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Disability Services:

The Office for Disability Services provides confidential support services, auxiliary aids and accommodations for students with disabilities that allow them to gain equal access to education. This office is a part of The Ohio State University system, and, is therefore an extension of the Columbus Office of Disability Services.

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:

Introduction: (Opens 25 Aug.)

Welcome Video and Explanation of the Course

Readings: Course Syllabus

Assignment: Watch Introduction Video

Week 1: (25 Aug. – 30 Aug.):

Video Lecture – Politics and Economy 1900-1914

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 1:1-1:6
Welch, *Modern European History*, 1.9, 2.3, 2.5, 3.1, 3.2, 3.3

Assignments: Online Discussion #1
Short Writing Assignment #1

Week 2: (31 Aug. – 6 Sept.):

Video Lecture – European Society and Imperialism, 1900-1914

Readings: Eksteins, *Rites of Spring*, Prologue, Act One

Assignments: Online Discussion #2
Short Writing Assignment #2

Week 3: (7 Sept. – 13 Sept.):

Video Lecture 1 – European Culture, Intellectual Life
Video Lecture 2 – War on Two Fronts (1914-1916)

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 2:1-2:5
Welch, *Modern European History*, 1.11, 3.5, 4.1, 4.2, 4.4
Eksteins, *Rites of Spring*, Act Two

Assignments: Online Discussion #3
Short Writing Assignment #3

Week 4: (14 Sept. – 20 Sept.):

Video Lecture 1 – The Western Front: The U.S. Enters and Total War
Video Lecture 2 – The Russian Revolution: 1917-1921

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 2:6, 3:1-3:5
Welch, *Modern European History*, 3.6, 3.7, 4.7
Eksteins, *Rites of Spring*, Act Three

Assignments: Online Discussion #4
Short Writing Assignment #4

Week 5: (21 Sept. – 27 Sept.):

Video Lecture 1 – Europe and Its Empires: Colonialism and the Great War
Video Lecture 2 – Versailles: The Reconstruction of European Order

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 4:1-4:5, 7:1-7:5
Welch, *Modern European History*, 4.8

Assignments: Online Discussion #5
Short Writing Assignment #5

Week 6: (28 Sept. – 4 Oct.):

Video Lecture 1 – Post-War Culture: Dissent, Subjectivity, Hedonism
Video Lecture 2 – Return to Normalcy: Europe's Recovery in the 1920s

Readings: None

Assignments: Online Discussion #6
Short Writing Assignment #6

Week 7: (5 Oct. – 11 Oct.):

Video Lecture 1 – Fascism: Italy (1922-1930) and Germany (1918-1923)
Video Lecture 2 – The Soviet Union in the 1920s

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 5:1-5:3, 6:1-6:3, 9:1, 10:1
Welch, *Modern European History*, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9, 5.11a, 5.11b, 6.1, 6.2, 7.1, 7.2

Assignments: Online Discussion #7
Short Writing Assignment #7
Paper #1 due 11 October

Mid-Term Exam:

Window available on Carmen Course Site Monday 12 October

Week 8: (12 Oct. – 18 Oct.):

Video Lecture – Collapse: Depression and Culture Wars of the 1930s

Readings: None
Assignments: Online Discussion #8
Short Writing Assignment #8

Week 9: (19 Oct. – 25 Oct.):
Video Lecture 1 – Nazism and Fascism during the 1930s
Video Lecture 2 – The Soviet Union and Communism: (1928-1934)

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapters 8:1-8:5, 9:2-9:4, 11:1-11:4
Welch, *Modern European History*, 6.3, 6.6, 6.10

Assignments: Online Discussion #9
Short Writing Assignment #9

Week 10: (26 Oct. – 1 Nov.):
Video Lecture 1 – Empires in Tumult: Colonialism between the Wars
Video Lecture 2 –Aggression in Europe: Italy and Germany 1935-1938

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapters 10:2-10:3
Welch, *Modern European History*, 7.3, 7.4, 7.6

Assignments: Online Discussion #10
Short Writing Assignment #10

Week 11: (2 Nov. – 8 Nov.):
Video Lecture 1 – World War II: Origins, Germany’s Advance 1939-1942
Video Lecture 2 – The Holocaust: War of Extermination

Readings: Wilkinson and Hughes, *Contemporary Europe*, 9:5, 12:1-12:5, 13:1-13:3
Welch, *Modern European History*, 2.7, 2.8, 6.9, 8.1, 8.2, 8.3, 8.5, 8.6, 8.8
Levi, *Survival in Auschwitz*, pp. 9-86

Assignments: Online Discussion #11
Short Writing Assignment #11

Week 12: (9 Nov. – 15 Nov.):
Video Lecture 1 – The New Order: Collaboration in Europe 1940-1944
Video Lecture 2 – Resistance and Liberation

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 13:4-13:5
Welch, *Modern European History*, 6.7, 9.1, 9.2
Levi, *Survival in Auschwitz*, pp. 87-187

Assignments: Online Discussion #12
Short Writing Assignment #12

Week 13: (16 Nov. – 22 Nov.):

Video Lecture 1 – Europe in 1945: Empire, Economy, Politics, and Ideas
Video Lecture 2 – Eastern Europe and the Soviet Union after the War

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 14:1-14:4,
15:1-15:6, 16:1, 17:1-17:2
Welch, *Modern European History*, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2

Assignments: Online Discussion #13
Short Writing Assignment #13
Paper #2 due 22 November

Week 14: (23 Nov. – 29 Nov.):

Thanksgiving Week – No Assignments or Required Readings

Week 15: (30 Nov. – 6 Dec.):

Video Lecture 1 – Western European Recovery
Video Lecture 2 – The Cold War Envelops Europe

Readings: None
Assignments: Online Discussion #14
Short Writing Assignment #14

Week 16: (7 Dec. – 9 Dec.):

Video Lecture – Europe in 1950

Readings: None
Assignments: Online Discussion #15
Short Writing Assignment #15

Finals Week: (11 Dec. – 17 Dec.):

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

History 3253 Europe, 1900-1950, Spring Semester 2015
The Ohio State University-Marion

Instructor: Dr. Genova

Office: Morrill Hall 112

Office Hours: MW 10:00 a.m. – 11:00 a.m. and by appointment

E-Mail: Genova.2@osu.edu

Phone: 740-725-6215

Course Description and Objectives:

This course examines one of the most dynamic, controversial, and troubling periods in European history. Beginning with the continent on the brink of catastrophe, revolution, and at the peak of its global domination, we will look in-depth at European society, culture, politics, and economics from the period prior to the First World War to the aftermath of the Second World War. We start with what has been referred to as the “Belle Époque,” a period that included sweeping reforms in European government, growing social strife, and rapid technological advance. Only in the wake of the catastrophic Great War was the era 1900-1914 called the “Belle Époque.” We then turn our attention to the world’s first industrial war and the advent of total war, and follow trends in culture, politics, economics, society, and Europe’s vast colonial empires through the interwar years into the Second World War and its wake. This course is designed to provide both a survey of European history during the first half of the 20th century as well as a rigorous examination of one of the more decisive periods in modern history. Attendance and participation are required for success in this course. In addition to required readings, film screenings will aid our class discussions and lectures. Grades are computed on the basis of attendance/participation, two short 5-page papers on assigned topics, as well as a mid-term and final exam. While no background in European history is required, strong interest in the subject is recommended. If you lack a background in European history it is strongly recommended that you do some outside reading in the period before 1900 to gain a better context for the material we will cover in the class.

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 in the United States and across the world 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, Western world in the History curriculum.

Requirements and Grading:

Attendance and Participation:	10%
First 5-Page Paper:	20%
Second 5-Page Paper:	20%
Mid-Term Exam:	25%
Final Exam:	25%

*****Failure to do any of the assignments (i.e., submit the two papers, take the mid-term or final exam, or seven unexcused absences) will result in AUTOMATIC FAILURE of the course*****

Grade Breakdown:

93-100 = A, 90-92 = A-,
87-89 = B+, 83-86 = B, 80-82 = B-,
77-79 = C+, 73-76 = C, 70-72 = C-,
67-69 = D+, 63-66 = D, 62-0 = E.

Required Texts:

James Wilkinson and H. Stuart Hughes, *Contemporary Europe: A History*, 10th Edition (Upper Saddle River, N.J.: Prentice Hall, 2004).

David Welch, *Modern European History, 1871-2000: A Documentary Reader*, 2nd

Edition (London and New York: Routledge, 1999).
Modris Eksteins, *Rites of Spring* (Boston: Mariner Books, 2000).
Primo Levi, *Survival in Auschwitz* (New York: Simon & Schuster, 1996).

Classroom Conduct:

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University Policies:

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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 Office for Disability Services provides confidential support services, auxiliary aids and accommodations for students with disabilities that allow them to gain equal access to education. This office is a part of The Ohio State University system, and, is therefore an extension of the Columbus Office of Disability Services.

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:

Margaret Hazelett, Coordinator
Student Services Building, Room 128
Phone: 740-725-6247
e-mail: hazelett.2@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://www.ods.ohio-state.edu/>.

Class Schedule:

Week 1 (12-16 Jan.):

Course Introduction and Europe 1900-1914:

12 Jan.: Course Introduction
14 Jan.: Politics and Economy 1900-1914

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 1:1-1:6
Welch, *Modern European History*, 1.9, 2.3, 2.5, 3.1, 3.2, 3.3

Assignment: None

Week 2 (19-23 Jan.):

Europe and Imperialism:

19 Jan.: **No Class**
21 Jan.: European Society and Imperialism, 1900-1914

Readings: Eksteins, *Rites of Spring*, Prologue, Act One

Assignment: None

Week 3 (26-30 Jan.):

Culture and Crisis:

26 Jan.: European Culture and Intellectual Life, Turn of the Century
28 Jan.: War on Two Fronts (1914-1916)

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 2:1-2:5
Welch, *Modern European History*, 1.11, 3.5, 4.1, 4.2, 4.4
Eksteins, *Rites of Spring*, Act Two

Assignment: None

Week 4 (2-6 Feb.):

War and Revolution:

- 2 Feb.: The Western Front: The U.S. Enters and Total War
4 Feb.: The Russian Revolution: Founding the First Workers' Republic 1917-1921

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 2:6, 3:1-3:5
Welch, *Modern European History*, 3.6, 3.7, 4.7
Eksteins, *Rites of Spring*, Act Three

Assignment: None

Week 5 (9-13 Feb.):

Empires at War and Post-War Settlement:

- 9 Feb.: Europe and Its Empires: Colonialism and the Great War
11 Feb.: Versailles: The Reconstruction of European Order

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 4:1-4:5, 7:1-7:5
Welch, *Modern European History*, 4.8

Assignment: None

Week 6 (16-20 Feb.):

Cultures of Dissent and Conformity:

- 16 Feb.: Post-War European Culture: Dissent, Subjectivity, and Hedonism
18 Feb.: Return to Normalcy: Europe's Rough Road to Recovery in the 1920s

Readings: None

Assignment: None

Week 7 (23-27 Feb.):

Fascism and Communism: Politics at Europe's Extremes:

- 23 Feb.: Fascism Rises: Italy (1922-1930) and Germany (1918-1923)
25 Feb.: The Soviet Union in the 1920s

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 5:1-5:3, 6:1-6:3, 9:1, 10:1
Welch, *Modern European History*, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9, 5.11a, 5.11b, 6.1, 6.2, 7.1, 7.2

Assignment: Paper #1 due 25 February

Week 8 (2-6 Mar.):

Capitalism Fails:

2 Mar.: Collapse: Depression and Culture Wars of the 1930s

4 Mar.: **Mid-Term Exam**

Readings: None

Assignment: None

Week 9 (9-13 Mar.):

Polarization across Europe:

9 Mar.: Nazism and Fascism during the 1930s

11 Mar.: The Soviet Union and Communism: The Left Turn (1928-1934)

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapters 8:1-8:5, 9:2-9:4, 11:1-11:4

Welch, *Modern European History*, 6.3, 6.6, 6.10

Assignment: None

Week 10 (16-20 Mar.):

Spring Break:

16 Mar.: **No Class**

18 Mar.: **No Class**

Readings: None

Assignment: None

Week 11 (23-27 Mar.):

The World in Tumult:

23 Mar.: Empires in Tumult: Colonialism between the World Wars

25 Mar.: New Aggression in Europe: Italian and German Expansion 1935-1938

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapters 10:2-10:3
Welch, *Modern European History*, 7.3, 7.4, 7.6

Assignment: None

Week 12 (30 Mar.-3 Apr.):

World War II and the Holocaust:

30 Mar.: World War II: Origins, Germany's Early Successes 1939-1942

1 Apr.: The Holocaust: War of Extermination

Readings: Wilkinson and Hughes, *Contemporary Europe*, 9:5, 12:1-12:5, 13:1-13:3
Welch, *Modern European History*, 2.7, 2.8, 6.9, 8.1, 8.2, 8.3, 8.5, 8.6, 8.8
Levi, *Survival in Auschwitz*, pp. 9-86

Assignment: None

Week 13 (6-10 Apr.):

Collaboration and Resistance:

6 Apr.: The New Order: Collaboration in Europe 1940-1944

8 Apr.: Resistance and Liberation

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 13:4-13:5
Welch, *Modern European History*, 6.7, 9.1, 9.2
Levi, *Survival in Auschwitz*, pp. 87-187

Assignment: None

Week 14 (13-17 Apr.):

Europe after the War:

13 Apr.: Europe in 1945: Empire, Economy, Politics, and Ideas

15 Apr.: Eastern Europe and the Soviet Union after the War

Readings: Wilkinson and Hughes, *Contemporary Europe*, Chapter 14:1-14:4, 15:1-15:6, 16:1, 17:1-17:2
Welch, *Modern European History*, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2

Assignment: Paper #2 due 15 April

Week 15 (20-24 Apr.):

Western Europe Recovers and the Cold War:

20 Apr. Western European Recovery

22 Apr.: The Cold War Envelops Europe

Readings: None

Assignment: None

Week 16 (27 Apr.):

Europe in 1950:

27 Apr.: Europe in 1950

Readings: None

Assignment: None

Final Exam Week (29 Apr.-5 May):

*****Wednesday 29 April 1:30 p.m. – 3:15 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: There will be a short paper (5-7pages) to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Discuss some of the tensions mounting in Europe before the First World War. Identify three different areas of tension in your answer, either within Europeans societies or between different states. What were some of the ways in which the Great War (1914-1918) changed societies in Europe? Identify three significant social changes that resulted from the war?

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: After the Russian Revolution of November 1917 the ruling Communist Party created an entirely new model of government and economy. By the mid-1920s the Soviet Union was regarded by some across Europe as a possible model for the future. Write an essay in which you discuss the "new" elements of Soviet government and economics from 1917 to 1929.

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 short paper (5-7 pages) 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 primary sources as well as the assigned readings write a short paper in which you discuss the following: How did the Great Depression contributed to the spread of fascism in Europe? The rise of fascist governments during the 1930s greatly added to instability in Europe and set the continent back on the path to war. Discuss why the emergence of fascist governments led to the outbreak of the Second World War by 1939?

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 20th century Europe and will learn to weigh the various aspects of these dimensions in their understanding of the past and present.

Sample: “After the Second World War ended in 1945 Europe rebuilt in the context of two conflicting legacies of the war. On the one hand was a new “humanist” perspective that called for greater cooperation, more equality, greater access to political decision making for all people in society, and a desire for peace. On the other was the escalating tension of the Cold War between the U.S. and USSR. Write an essay in which you discuss how those two currents shaped post-war European reconstruction.

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates an excellent understanding of the varied aspects of the cultures and communities of 20 th century Europe.	Demonstrates adequate understanding of the varied aspects of the cultures and communities of 20 th century Europe.	Demonstrates modest understanding of the varied aspects of the cultures and communities of 20 th century Europe.	Demonstrates little or no understanding of the varied aspects of the cultures and communities of 20 th century 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: Following the First World War Europe's political and economic leaders attempted to reestablish a sense of "normalcy." By the mid-1920s it appeared that Europe had overcome the devastating impact of the war and entered a period of political stability and economic prosperity. Write an essay in which you discuss the elements that contributed to this political and economic normalcy by the mid to late 1920s.

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: History 3253

Instructor: Dr. Genova

Summary: History Europe 1900-1950

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"> • CarmenWiki • Carmen Message Boards • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
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			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				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: 6/16/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^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.