

Term Information

Effective Term Summer 2021
[Previous Value](#) Summer 2012

Course Change Information

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

Online approval and name change

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.

For the name change: The History Department's Undergraduate Teaching Committee initiatives proposed by an anti-racism task force. One of the action items was to do away with course titles that we all deemed outdated. We agreed to do away with "Western Civilization" in our course catalog.

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	1212
Course Title	European History II
Previous Value	<i>Western Civilization, 17th Century to Present</i>
Transcript Abbreviation	Euro History II
Previous Value	<i>W Civ: 17 C-Pres</i>
Course Description	Political, scientific, and industrial revolutions; nationalism; the two World Wars; the decline of empires; the Cold War.
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
Previous Value	<i>Yes, Greater or equal to 50% at a distance</i>

Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark
Previous Value	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx.
Exclusions	Not open to students with credit for 1210, 2203, 2204.
Previous Value	Not open to students with credit for 1210, 2203, 2204, or 112.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

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">• An understanding of the modern European World
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Political revolutions• Scientific revolutions• Industrial revolutions• Nationalism• Two world wars• Decline of empires• The Cold War
Sought Concurrence	No

Attachments

- History 1212 Redux Syllabus.doc: New online Syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- History 112 comparable to 1212 syllabus 2011.docx: Old in-person syllabus
(Syllabus. Owner: Heikes,Jacklyn Celeste)
- OLD assessment plan.doc: Old departmental assessment plan
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)
- Hist 1212.docx: ASC Tech checklist
(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	12/29/2020 02:14 PM	Submitted for Approval
Approved	Elmore,Bartow J	12/29/2020 02:32 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/29/2020 04:01 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	12/29/2020 04:01 PM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas
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Office Hours: By Appointment
Course #: 26093

Course TAs:
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HISTORY 1212: European History II, 16th Cent. – Present (ONLINE)



Welcome to History 1212! In this online course we will be using political, social, economic, cultural, and military history to examine the history of Europe. We will explore the events, philosophies, movements, figures, and ideas that came together to form Europe as we know it today.

More abstractly, you as the student will learn how much of our past depends a great deal upon the confluence of small minutiae coming together to produce results often out of step with their seeming importance. After all, history is complex and the answers to problems are not always obvious and simple; big events do not always have major causes but are often the result of a collection of small elements interacting at a specific time and place to generate a previously unexpected outcome. As a result, you, the student, must be detail-oriented in your study of history and be prepared to take your analysis beyond specific data to see broader trends over time. This challenge is one that I know you can meet if you are willing to embrace complexity rather than seek simple answers.

Remember that this course is online. If you have never taken an online course before, please read this syllabus carefully to ensure that the online format is right for you.

This course fulfills the Historical Study and Diversity Global Studies GEs

Goals & Learning Outcomes:

Based upon individual effort and independent work submitted through Carmen, you as the student will recognize how past events are studied and how they influence today's society and the human condition. Specifically, you will develop competences to master the basic factual knowledge of major issues, events, concepts, and personalities involved in the history of Europe. Students will...

- 1) Construct an integrated perspective on history and the factors that shape human activity
- 2) Describe and analyze the origins and nature of contemporary issues
- 3) Speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- 4) 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.
- 5) Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- 6) Learn about major political, military, and social trends in the history of Europe

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

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.

A Note About Online Courses:

The key difference between a face-to-face class and an online class is the emphasis on reading and writing. In contrast to a face-to-face class where students listen to lectures and vocalize their responses, an online class requires reading, watching videos, and completing quizzes or written work. Consequently, an online class helps to sharpen students' writing and reading skills with limited impacts on spoken skills. Your success also depends entirely upon your ability to read carefully and follow directions. The information in this syllabus should help you decide whether this online class will

contribute to developing the skills you would like to possess. Obviously, all these skills are important for academic development, but the online platform is not for everyone.

Our Commitment to Your Success and Grading Feedback:

Your TA and I are sincerely committed to helping each student succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. As such, guiding each of you through the learning process is taken seriously by both myself and your TA. To ensure your success, please consult us if you are having difficulties in the course and we will make every effort to accommodate your needs. **We will be sure to address all student questions and issues within 24 hours on school days** and we are happy to arrange Zoom meetings to discuss issues if desired. We will also provide detailed feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. You will also find helpful hints on reading and writing strategies at the [Younkin Success Center](#).

Your Commitment:

As a student in this course, you will make your best effort to succeed and you will bring to either my or your TA's attention any difficulties you might encounter. The course is designed for you to succeed and we look forward to helping you achieve your objectives. You also agree to use courteous language in your communications with me, your TA, as well as your fellow students. Failure to adhere to these commitments will result in course penalties.

Enrollment:

All students must be officially enrolled in the course by the end of the first week of the term. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

Course Texts and Software Requirements:

Your course textbook is [Jackson J. Spielvogel's Western Civilization Vol. II \(10th Edition\)](#). This textbook is available for digital rent or digital/hard copy purchase on Amazon.com or another online purchasing platform. You are allowed to use the 9th Edition of the textbook but not the 8th edition or earlier. Should Thompson Library be open this semester, students can also check out the book for 2-hour periods there. Course videos and other readings will be accessed using the provided links below and linked in each week's Carmen module. *NOTE: there are limited copies of the textbook in hard copy at the OSU Bookstore if you desire a hard copy version and do not wish to order one online. Please note the copies available are limited.*

As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, and (3) the ability to view PDF files. Students can download Adobe Reader for viewing PDFs [here](#).

Technology Course Assistance:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. 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

Digital Flagship:

Digital Flagship is a student success initiative aimed at helping you build digital skills for college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook, workshops, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources

Assignment Breakdown:

1	Course Requirements Quiz	20 pts
12	Weekly Content Quizzes	480 pts
5	Weekly Discussions	<u>500 pts</u>
		1000 pts

Weekly Course Modules:

On the course Carmen page, you will see a tab on the left side of the screen that is labeled “Modules”. If you click on that tab, you will see that each week’s announcement, readings, video links, and assignments are listed. Please note that each week’s module will unlock when the assignment week has arrived; in online instruction students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assigned week.

Weekly Announcement:

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week’s content and various assignment. The announcement will also provide any feedback on previous weeks’ assignments or tips/reminders for future work. **You should read each announcement carefully to understand weekly assignments and requirements.**

Course Requirements Quiz (20pts):

This quiz consists of 20 questions at 1pt/question. You will have 25 minutes and two chances to take it. It is designed to make sure that you are aware of course parameters and requirements, meaning that you are as prepared as possible for our class together. The quiz is due **by 11:59PM EST on Sunday (8/30)**.

Weekly Content Quizzes (12 quizzes, 40pts/quiz, 480pts total):

These quizzes consist of 20 questions at 2pts/question. You will have 25 minutes and two chances to take it. They will test your knowledge of the historical content covered in the assigned reading and viewing each given week. They are due in those weeks **on Sunday at 11:59PM EST**.

Weekly Discussions (5 discussions, 100pts/discussion, 500pts total):

The discussions are meant to challenge students to assimilate weekly reading and video content materials in order to address the given discussion prompts. The course's success depends in large measure on your timely, thoughtful, and professional involvement in discussions. You are expected to both provide original insight as well as comment on the ideas of your fellow students. All posts should be well-thought-out, relevant, and respectful. Any students who fail to respect their fellow students will receive a zero for the week's discussion.

Discussions Requirements:

- The discussion prompts will be noted in the weekly announcement and on the Discussion section page of Carmen in each assignment week
- Students will write a response to that prompt that is **approx. 500 words or more** (which is about two pages double-spaced)
- Students will address the prompt in complete sentences (no bullet points, listing, or separate section headings are permitted).
- Students should integrate as many of their readings AND videos as possible into their written response; students **cannot** only use videos to address the discussion question. While students are not *required* to use all assigned sources each week, the more written and video sources used and cited, the more thorough a response will be (and thus a higher score earned on a given discussion).
- Students cannot see the discussion stream until they post their initial prompt response. Students also cannot edit their initial response once it is posted.
- Students who post briefly to gain access to the discussion stream and read other students' posts before drafting their own work will receive a zero for the assignment.
- Students will post **three or more** comments in response to other students' posts; students can earn more points the more they engage in discussion and the more thorough their responses are.
- At least **ONE** of the three (or more) discussion comments should be posted in response to another student's comment on your own work
- When students quote or reference readings or videos in the response, the student should note the source in parentheses, including the author and page if relevant
 - EX: As *The Great War* video argues, women's labor during WWI was pivotal to Allied success ("Women at War", 2:45). [2:45 = time of reference]
 - EX: Spielvogel states that a main cause of the French Revolution was the French government's failure to recognize the rights of its citizens (Spielvogel, 565)
 - EX: Poison gas was a new development in WWI. As one observer noted, it did not kill many soldiers but "over powers its victims and puts them hors de combat without killing many" ("The Use of Poison Gas").
- **Websites like Wikipedia, Sparknotes, or History.com ARE NOT acceptable secondary sources for your discussion posts**
- Students will have **until Sunday at 11:59PM EST** of the assignment week to post their initial prompt response and three (or more) discussion comments.

- Students **cannot** submit work to the professor by email; all work must be submitted **on Carmen**. See below for more details about the course late submission policy.
- The **Discussion Submission Guidelines** provide more details on discussion requirements, a sample discussion post, how to post a discussion, and include the grading rubric for this assignment.

Extra Credit Historical Media Analysis (50pts max):

To earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class (options have been provided in the Extra Credit Guidelines). The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. You will upload this Extra Credit essay to Carmen by **Monday, December 7th at 11:59PM EST**.

Late Assignment Policy:

As noted above, students CANNOT post Discussion responses after established deadlines unless specific extensions are arranged with the professor. To receive an extension, please contact the professor **BEFORE** the assignment week is complete. Please also note that technical problems that arise on Sunday afternoon/evening of the assignment week are not typically grounds for a Discussion submission extension. Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week.

Grade Challenges:

Should a student wish to challenge an awarded grade, the student should contact their course TA first and provide specific reasons for the grade revision. After this dialogue, if the student still feels that the complaint has not been properly addressed, the student—with the TA attached—should email the professor with the grade complaint.

Grading Scale (in %):

A = 92.5* – 100.0	B- = 79.5 – 82.4	D+ = 67.5 – 69.7
A- = 89.5 – 92.4	C+ = 77.5 – 79.4	D = 59.5 – 67.7
B+ = 87.5 – 89.4	C = 72.5 – 77.4	E = 59.4 and below
B = 82.5 – 87.4	C- = 69.5 – 72.4	

*In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. No rounding will occur below this point.

Contacting Your Instructor:

If you wish to contact the course instructor or your TA, please do so **via email**. **PLEASE DO NOT USE CARMEN MESSAGING**. Instructors are not informed of messages sent on Carmen so messages sent via email will be addressed in a more efficient and timely manner. It also helps instructors to keep a better record of student correspondence.

Academic Integrity and Misconduct:

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your Discussions should also be your own original work. You should follow the citation style described above and in the relevant assignment Guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken very seriously in this course so if plagiarism is detected, it will be reported to the University.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for misconduct so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, **I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct**. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

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 Younkun 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.

ASSIGNMENT SCHEDULE:

WEEK 1 (8/25 – 8/30): Introduction to European History

Reading: *Western Civilization*, Introduction, Western Civilization to 1500

Videos: Week 1 YouTube Playlist

Assignments: Course Requirements Quiz

WEEK 2 (8/31 – 9/7): The Reformation and the Expansion of Europe

NOTE: Due to Labor Day, the Week 2 Quiz is due on Monday, 9/7 at 11:59PM EST

Reading: *Western Civilization*, Chs.13, 14

[“Luther’s 95 Theses”](#)

Videos: Week 2 YouTube Playlist

Assignments: Week 2 Quiz

WEEK 3 (9/8 – 9/13): The Scientific Revolution and the Enlightenment

NOTE: Due Labor Day, Week 3 of the course will begin on Tuesday, 9/8

Reading: *Western Civilization*, Chs. 15, 16, 17

Videos: Week 3 YouTube Playlist

Assignments: Week 3 Quiz

WEEK 4 (9/14 – 9/20): The French Revolution and Napoleon

Reading: *Western Civilization*, Chs. 18, 19

[“The Civil Code”](#)

[“The Battle of Waterloo”](#)

Videos: Week 4 YouTube Playlist

Assignments: Week 4 Quiz

Week 4 Discussion

WEEK 5 (9/21 – 9/27): The Industrial Revolution and 19th Century Statecraft

Reading: *Western Civilization*, Chs. 20, 21

[“Spread of Railways”](#)

Videos: Week 5 YouTube Playlist

Assignments: Week 5 Quiz

WEEK 6 (9/28 – 10/4): European Nationalism and Imperialism

Reading: *Western Civilization*, Chs.22, 23, 24 (**ONLY** read section "The New Imperialism")

[“The Communist Manifesto” \(Intro, Pt. 1\)](#)

Videos: Week 6 YouTube Playlist

Assignments: Week 6 Quiz

WEEK 7 (10/5 – 10/11): Modernism and the turn of the 20th Century

Reading: *Western Civilization*, Ch. 24 (STOP reading at "The New Imperialism")

["Parable of a Madman"](#)

Videos: Week 7 YouTube Playlist

Assignments: Week 7 Quiz
Week 7 Discussion

WEEK 8 (10/12 – 10/18): The Long Road to the Great War

Reading: *Western Civilization*, Ch. 24 (Read "International Rivalry and the Coming of War"); Ch. 25 (stop at "The War")

["The Franco-Russian Alliance"](#)

["The German/Austria-Hungary Dual Alliance"](#)

["The Entente Cordiale"](#)

Videos: Week 8 YouTube Playlist

Assignments: Week 8 Quiz

WEEK 9 (10/19 – 10/25): World War I

Reading: *Western Civilization*, Ch. 25

["German Conference on Unrestricted Submarine Warfare"](#)

["Wilson's 14 Points"](#)

["The Treaty of Versailles" \(Articles 231-244\) \(pgs. 137-141\)](#)

Videos: Week 9 YouTube Playlist

Assignments: Week 9 Quiz

WEEK 10 (10/26 – 11/1): Economic Crisis and the Rise of Political Extremism

Reading: *Western Civilization*, Ch. 26

["Pact of Steel"](#)

Videos: Week 10 YouTube Playlist

Assignments: Week 10 Quiz
Week 10 Discussion

WEEK 11 (11/2 – 11/8): World War II, Pt. I

Reading: *Western Civilization*, Ch. 27 (Stop at "The Turning Point of the War, 1942-1943")

["WWII London Bombing Survey"](#) (zoom out then peruse the website)

Videos: Week 11 YouTube Playlist

Assignments: Week 11 Quiz

WEEK 12 (11/9 – 11/15): World War II, Pt. II

Reading: *Western Civilization*, Ch. 27 ("The Turning Point of the War" to the end)

Videos: Week 12 YouTube Playlist

Assignments: Week 12 Quiz

WEEK 13 (11/16 – 11/22): The Cold War

Reading: *Western Civilization*, Chs. 28, 29, 30 (Read "Toward a New Western Order")

["The Cuban Missile Crisis"](#)

Videos: Week 13 YouTube Playlist

Assignments: Week 13 Quiz
Week 13 Discussion

WEEK 14 (11/23 – 11/29): HOLIDAY WEEK—NO ASSIGNMENTS

WEEK 15 (11/30 – 12/6): The Future History of Europe

Reading: *Western Civilization*, Ch. 30 (Read "After the Cold War" to end of chapter)

Videos: Week 15 YouTube Playlist

Assignments: Week 15 Discussion

Monday, December 7th: Extra Credit Media Analysis Due (by 11:59PM EST)

History 112. Western Civilization From the 18th Century to Modern Times
Prof. Kern. Autumn 2011
Time: TR 9:30-10:48
Place: Jennings Hall 155
Office Hrs: MT: 11-11:45 or by appointment
Email: kern.193@osu.edu; Office Phone: 292-7308

Required Books: Available in multiple campus book stores
Emile Zola, *Germinal* (Penguin edition, ISBN: 0140447423 or 9780140447422): **YOU MUST HAVE THIS EDITION TO FOLLOW DISCUSSION PROPERLY**

Robin W. Winks and Joan Neuberger, *Europe and the Making of Modernity 1815-1914*
Rudolph Binion, *Hitler Among the Germans*
Diana Hacker, *A Pocket Style Manual* (any edition)

On the Internet

Karl Marx, *The Communist Manifesto* (Part 1, Bourgeois and Proletarians)

On Carmen

Readings by Sigmund Freud, Jackson Spielvogel, and Ian Kershaw.

COURSE DESCRIPTION: A sampling of important developments in European history from the Enlightenment and French Revolution to Hitler and the Holocaust with two distinctive features: (1) a strong emphasis on clear writing on assigned papers for which I will conduct a week-long writing workshop, and (2) a psychohistorical approach to Hitler's role in the Holocaust in preparation for which we will study Freud's theory of psychoanalysis.

REQUIREMENTS AND PROCEDURES: Students will take one in-class test and write two papers on the assigned readings. Students are expected to do assigned readings and prepare for discussion of them in section meetings on the day when those readings are assigned. Recommended readings in support of the lectures are supplemental. The papers should be 1500-1800 words (5-6 pages, double spaced). No late papers will be accepted unless a student is ill or requests an extension for a valid reason before the paper is due.

GRADING: First paper (30%), midterm (25%), second paper (30%), section participation 15%.

SCHEDULE OF CLASSES:

- Sept. 22. LECTURE. Introduction to Course. The French Revolution. Hand out first paper assignment.
23. SECTION. Introduction. Approach to history and course. Go over paper assignment.
27. LECTURE. The Industrial Revolution.
28. SECTION Industrial Revolution. Discuss Winks, pp. 64-67 on Industrial Revolution, pp. 94-5 on class; 108-113 on workers.
29. LECTURE. Conservatism, Liberalism, Victorian Sexuality. Recommended reading, Winks, pp. 125-129 on conservatism; pp. 130-138 on liberalism.
30. SECTION. Discuss *Germinal*, Parts 1 and 2, pages 5-134.

- Oct. 4. LECTURE. Origins of Socialism, Karl Marx. Recommended: Winks, pp. 139-145 on socialism.
 5. SECTION. Discuss Karl Marx, *The Communist Manifesto*, Part I, Bourgeois and Proletarians at <http://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm#007>). Recommended reading Winks, pp. 145-149 on Marx.
 6. LECTURE. Marx, continued; Anarchism. Recommended Winks, pp. 149-150 on anarchism.
 7. SECTION. Discuss *Germinal*, Part 3, pages 137-197.
11. LECTURE. Darwinism, Realism, Naturalism. Recommended Winks, pp. 241-250 Darwinism and realism in literature.
 12. SECTION. Discuss *Germinal*, Part 4, pages 201-294.
 13. LECTURE. Writing Workshop. Read Hacker, Chapters 1 and 2.
 14. Discuss *Germinal*, Part 5, pages 297-373.
18. LECTURE. Writing Workshop. Read Hacker, Chapter 3 through use of semi-colon.
 19. SECTION. Discuss *Germinal*, Part 6, pages 377-439.
 20. LECTURE. Unification of Germany and Imperialism.
 21. SECTION. Discuss *Germinal*, Part 7, pages 443-532.
25. **FIRST PAPER DUE.** LECTURE. Origins of World War I.
 26. SECTION. Discuss Winks, pp. 197-204 on the Unification of Germany.
 27. LECTURE. Origins of World War I.
 28. SECTION. Discuss Winks, pp. 257-62 on Imperialism, pp. 270-78 on the partition of Africa, and pp. 287-88 on the political consequences of Imperialism.
- Nov. 1. LECTURE. Course of World War I and the Peace of Paris.
 2. SECTION. Discuss Winks, pp. 350-358 on the Road to War, and Kern on the July Crisis, pp. 259-277 (pp. 277-286 optional).
 3. LECTURE. Results of World War I in Politics, Society, and Culture.
 4. **MIDTERM EXAM ON WORLD WAR I**
8. LECTURE. Freud's theory of dreams.
 9. SECTION. Discuss Freud, pages 150-53, 209-215, and 272-74, 279-80, on the dream "3 tickets for 1 florin 50" (on Carmen).
 10. LECTURE. Freud on Symptom Formation and Developmental Psychology.
 11. SECTION. No meeting. Veteran's Day.
15. LECTURE. Weimar Germany and the Nazi Seizure of Power.
 16. SECTION. Discuss Freud, pages 318-327 (obsession) 338-344 (trauma), and 387-395 (psychosexual development) (on Carmen).
 17. LECTURE. Rise of Hitler
 18. SECTION. Discuss Jackson Spielvogel pp. 922-931 on Weimar Germany and the Rise of Hitler (on Carmen).
22. LECTURE. Hitler and the Holocaust.
 23. SECTION. Discuss Spielvogel, pp. 948-55 on Prelude to War, and pp. 966-972 on Hitler and the Holocaust (on Carmen).
 25. THANKSGIVING HOLIDAY—NO CLASS

26. THANKSGIVING HOLIDAY—NO CLASS

29. LECTURE. Rudolph Binion on Hitler and the Holocaust. Bring Binion to lecture.

30. SECTION. Discuss Binion, xiii-xviii, 1-52.

Dec. 1. LECTURE. Critical Evaluation of Binion, survey of Kershaw (on Carmen)

2. SECTION. Discuss Binion, 53-76, 85-87, 94-110, 118-145 and Kershaw.

8. **SECOND PAPER DUE** in your TA's office by 3PM

Enrollment Requirement: All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Attendance requirement: Lecturer does not take attendance. Section leaders take attendance in various ways and take attendance into account in grading at their discretion.

Goals: Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Misconduct (plagiarism) procedures: "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).

"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 Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>"

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 1212

Instructor: Sarah Douglas

Summary: Western Civ. 16th century to the 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"> • 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.