

## Term Information

Effective Term Autumn 2023  
[Previous Value](#) [Autumn 2022](#)

## Course Change Information

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

International Studies 3350 seeking approval under the new General Education curriculum to be implemented AU22 under Thematic Pathways, Citizenship for a Diverse and Just World. The class is currently approved as a Foundations -Social and Behavioral Sciences and History class.

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

As the course covers both historical and contemporary issues in Western Europe, it chronicles and compares modern Western European societies in terms of history, politics, economics, and culture (mostly art and music), from Ancient Greek to contemporary times. Of particular interest are the struggles for political rights (the right to participate in the exercise of political power) and social rights (the right to live the life of a civilized being)

### 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)?

There are no programmatic implications or budget implications associated with this Course Change Request.

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	International Studies
Fiscal Unit/Academic Org	UG International Studies Prog - D0709
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3350
Course Title	Introduction to Western Europe
Transcript Abbreviation	Intro Western Eur
Course Description	Presents an introductory overview of the historical background to modern Western Europe. It surveys the development of society & politics, as well as the evolution of art and music.
<a href="#">Previous Value</a>	<a href="#">Presents an introductory overview of the historical background to modern Western Europe. It surveys the development of society &amp; politics, as well as the evolution of art, architecture &amp; music.</a>
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
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

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Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 210.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	30.2001
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
General Education course:

Historical Study; Human, Natural, and Economic Resources; Global Studies (International Issues successors); Citizenship for a Diverse and Just World  
The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

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

*General Education course:*

*Historical Study; Human, Natural, and Economic Resources; Global Studies (International Issues successors); Historical and Cultural Studies; Social and Behavioral Sciences*

*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**

- Give students a perspective on history, and the diversity of cultures, ideas and practices across Western Europe.
- Develop critical thinking through the analysis of international events and developments in the West European region by employing multiple analytical perspectives.
- Learn to analyze critically the concept of citizenship as it evolves over time and the competing notions of equality (democracy) and inequality (capitalism) as they relate to the struggle for political and social rights.

**Previous Value**

- *Give students a perspective on history as well as an understanding of the factors that have shaped contemporary Europe and a foundation for understanding its future*
- *Develop critical thinking through the study of diverse interpretations of historical events*
- *Apply critical thinking through historical analysis of primary and secondary sources*
- *Learn to think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts*

**Content Topic List**

- The variety of democratic governing institutions and their evolution over time.
- The concept of citizenship and its evolution over time.
- A chronological history of Western Europe including ancient Greece, Rome, the Middle Ages, Renaissance/Reformation, the rise of representative government, the French Revolution and Napoleonic Europe, the Industrial Revolution and rise of capitalism.
- Additional history includes the 1848 revolutions, era of state building and unification, a study of coalition theory and electoral systems, colonialism, rise of the welfare state, WWI, WWII, the Cold War and European Union.
- Contemporary issues in the European Union will be studied including the stability of institutions, representation and democracy, the immigration and refugee crises and the relation of these issues to the concepts of citizenship, diversity and justice
- Key developments in art, and music will also be featured.

**Previous Value**

- *The evolution of West European societies including an overview of technological innovations, economic development and industrialization, major intellectual trends, and social-structural and political transformations*
- *Case studies of state-building in Spain, Portugal, the Holy Roman Empire (an example of failed state-building), England (with brief comparative overviews of Scotland and Ireland), France, Italy, and Germany*
- *The evolution of architecture, music and painting.*

**Sought Concurrence**

No

**Previous Value**

**Attachments**

- IS3350\_syllabus\_july2021\_GE\_v7.docx: Syllabus  
*(Syllabus. Owner: Meltz, Richard Lee)*
- submission-doc-citizenship\_PhR.pdf: OAA ELOs Compliance Doc  
*(GEC Model Curriculum Compliance Stmt. Owner: Meltz, Richard Lee)*
- INTSTDS 3350 Syllabus, Revised 9-14-22.docx: Revised Syllabus 9-14-22  
*(Syllabus. Owner: Meltz, Richard Lee)*

**Comments**

- Syllabus revised per recommendations of 5-17-22. *(by Meltz, Richard Lee on 09/14/2022 09:07 AM)*
- Please see Panel feedback email sent 05/17/2022. *(by Hilty, Michael on 05/17/2022 04:34 PM)*

**COURSE CHANGE REQUEST**  
3350 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/14/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Meltz, Richard Lee	03/07/2022 11:11 AM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	03/08/2022 10:43 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2022 10:58 AM	College Approval
Revision Requested	Hilty, Michael	05/17/2022 04:34 PM	ASCCAO Approval
Submitted	Meltz, Richard Lee	09/14/2022 09:07 AM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	09/14/2022 11:36 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/14/2022 11:39 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/14/2022 11:39 AM	ASCCAO Approval

# IS 3350 Introduction to Western Europe –online–

The Ohio State University  
Time: Fall semester

**This version: September 9, 2022**

Please note: syllabus is subject to change!

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**Instructor:** Prof. Philipp Rehm  
**Email:** [Rehm.16@osu.edu](mailto:Rehm.16@osu.edu)  
**Office hours:** TBD

**Teaching Assistant:**  
**Email:**  
**Office hours:**

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## **Course description:**

This course presents an overview of Western Europe. It chronicles and compares modern Western European societies in terms of history, politics, economics, and culture (mostly art and music), from Ancient Greek to contemporary times. Of particular interest are the struggles for political rights (the right to participate in the exercise of political power) and social rights (the right to live the life of a civilized being) and how they have led to commonalities and differences across Western European (and other) democracies, for example in terms of political institutions and the welfare state.

The course proceeds in four blocks, each followed by an exam. These blocks are ordered historically (from ancient Greece to today). Each block starts with the discussion of an important (political) institution that varies across Western European countries (and the US), and each block studies one country in detail (the United Kingdom, France, Germany, and the European Union). These country studies not only familiarize students with select Western European countries in detail; they also allow students to apply abstract concepts to concrete cases. Finally, key developments in art and music are covered throughout the course (usually with short documentaries), closely following the historical developments.

Throughout the course, students encounter the concept of citizenship, which is multidimensional, contested, and changing over time. The modern concept of citizenship arose at roughly the same time as capitalism, with competing notions of equality (democracy) and inequality (capitalism). Today, all Western European countries are advanced industrialized democracies, yet they have reconciled the tension between democracy and capitalism in different ways. The course sheds light on key moments in the struggle for political and social rights and maps out commonalities and differences across Western European democracies.

## **General Education category:**

This course fulfills the requirement for the General Education category “Citizenship for a Diverse and Just World.” The General Education program has several general goals and associated expected learning outcomes (ELOs). These goals and ELOs are listed next, along with short descriptions of how the course addresses them.

### General Expectations of All Themes

- GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
  - ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

- Students develop analytical and critical thinking skills that will allow them to discern different theoretical understandings of citizenship, and critically compare and assess competing claims about political and social rights' implications over questions of citizenship and justice.
    - Students learn about different ways in which political and social rights are envisioned and implemented in different Western democracies.
    - Students engage with competing views on the concept of citizenship at a theoretical level and learn to appreciate its multidimensional nature.
    - In several writing assignments, students critically compare and contrast theoretical approaches as well as existing solutions to similar challenges.
    - Students engage with exclusionary aspects of political and social rights.
  - ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
    - Students develop in-depth knowledge on the historical development of, and differences in, political and social rights in Western Europe.
    - The course offers an in-depth scholarly exploration of the historically grounded and changing trajectory of modern citizenship.
    - Students master extensive reading assignments for each session, consisting of a mix of textbook and recent cutting-edge scholarly contributions.
    - In four writing assignments, students deeply and critically engage with the texts, and they learn and apply established rules of scholarly written contributions.
    - The course's large historical arch, its comparative approach, the critical engagement with cutting-edge scholarship, and various writing assignments expose students to a synthetic account of the formation of citizenship regimes in an industrializing Western Europe.
- GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
  - ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
    - Students connect the course materials with previously acquired knowledge and their lived experience by means of the course's comparative focus.
    - The case serves as an important reference point throughout the course because most students are most familiar with the history and (political and social) institutions of the US. This will allow them to put the American experience in comparative perspective.
    - Students engage with decidedly different solutions to the problem of political and social rights and how to reconcile the principles of inequality (capitalism) and equality (democracy).
  - ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
    - By learning about the struggle for political and social rights and how these rights have been institutionalized in a wide range of Western European countries, students gain the knowledge to critically assess what, if anything, is exceptional about themselves as citizens of the country they live in and know best: the United States.
    - Students learn to appreciate that democracies can be organized in fundamentally different ways and that different approaches have distinct advantages and disadvantages.

- Several writing assignments encourage students to “compare and contrast” different solutions. In particular, the final assignment explicitly asks students to critically assess whether the widely held belief of “American exceptionalism” is plausible.
- Through knowledge, comparison, and reflection, students learn to challenge their (often uncritically held) beliefs about themselves and the country in which they reside.

The General Education program has several goals and associated expected learning outcomes (ELOs) for courses that fulfill the General Education category “Citizenship for a Diverse and Just World.” These goals and ELOs are listed next, along with short descriptions of how the course addresses them.

### Specific Expectations of Courses in Citizenship

- GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
  - ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
    - One of the first sessions and the first writing assignment expose students to three core insights that are further developed throughout the course. First, citizenship is a multidimensional concept. Second, citizenship is a contested concept that scholars approach from a variety of perspectives. Third, there is great variation in how different elements of citizenship are realized across countries and over time.
    - This conceptual, political, and time/space variability of the notion of citizenship exposes students to a range of perspectives on what constitutes citizenship and acquaints them with political, cultural, and global differences in the notion and practice of citizenship and how these came about through historical struggle for political and social rights.
    - The wide historical and cross-national reach of the course allows students to learn about and engage with the contextual and changing nature of the concept. Most importantly, students’ familiarity with the American case is relativized by the comparative perspective.
    - Students critically apply their knowledge and put their experiences and prejudices in context.
  - ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
    - Students encounter a variety of alternative approaches to citizenship in general, and political and social rights in particular.
    - Students learn of the conceptual and practical multivalence of citizenship and gain knowledge about concrete institutional differences across Western countries in how political and social rights are implemented, thus reflecting on and applying the concepts acquired.
    - Through the comparative approach, students encounter a vast array of solutions to the difficult problem of reconciling the principle of inequality inherent in capitalism and the principle of equality envisioned for citizens in democracies.
    - In so doing, the course equips students with the knowledge and tools to challenge deeply held beliefs about the right way to organize societies and to put their own experiences in a larger, global perspective.
    - Students acquire intercultural competence by gaining in-depth knowledge about other countries and cultures through readings, lectures, documentaries, and critical engagement with primary and secondary sources.

- GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.
  - ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
    - The course chronicles the struggle for political and social rights in (Western) European countries from Ancient Greece to today.
    - Students learn about and critically engage with different ways to deal with achieving social rights, which intersects with different notions of justice.
    - Students grapple with the topic of diversity on various occasions throughout the course, including in sessions on immigration and the imperial past of European countries.
  - ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.
    - The course covers many key moments in the struggle for, and rollback of, political and social change, such as the Glorious Revolution, the French Revolution, and the 1848 Revolutions and their respective reactionary countermovements.
    - Since notions of modern citizenship are inextricably interlinked with the emergence or creation of nation states, students gain knowledge about these processes as well.
    - Students not only learn about classic ideologies and their difference in terms of notions of political rights and social justice but also learn about more recent ideologies – such as feminism, ecologism, and cosmopolitanism – that voice different concerns and demands about membership and justice.
    - Students engage with these topics in assigned readings, the lectures, and writing assignments.

### **Course Requirements:**

There are 27 substantive sessions in this course. Each session consists of assigned readings, a video/audio lecture by the instructor (available on Carmen/Canvas – <https://carmen.osu.edu/>), other audio-visual material, and a short open-book quiz on the readings. Final grades will be calculated as follows:

1. Session quizzes (27%): For each session, you are expected to read the assigned material and listen to / watch the lectures, which will become available on Mondays. There will be an open-book quiz for each session, based on the assigned reading (worth 1% each). The quizzes contain about 5 multiple choice questions, and they are timed. This means you should complete the readings before taking the quiz as you will not have much time to hunt for the answers while taking the quiz. Weekly quizzes are available only during the week in which they are assigned. They are available until 11:59pm Sunday evening.
2. Mini-papers (20%): You have to write four mini-papers, one for each of the four blocks. They are each worth 5%, respectively. Mini-papers are explained in great detail below, and the course schedule on the last few pages lists the essay prompts.
3. Four exams (53% total): The exams will be made up of a mixture of short answer questions (multiple choice, fill-in-the-blank, and/or identification) and an essay covering material from the readings and lectures. There will be four exams (worth 12%, 12%, 12%, and 17%, respectively), one after each block. Please consult the “Assignments” tab in Carmen/Canvas for exact dates. The exams are administered through Carmen/Canvas. You have a 24 hour window to start an exam, but once you do, you only have a short period of time to complete it because each question is time restricted. You should prepare for these exams as-if they were in-class, closed-book exams.



**Due dates:**

Please visit the course website on <https://carmen.osu.edu/> for all due dates.

**Mental Health Statement:**

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](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

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

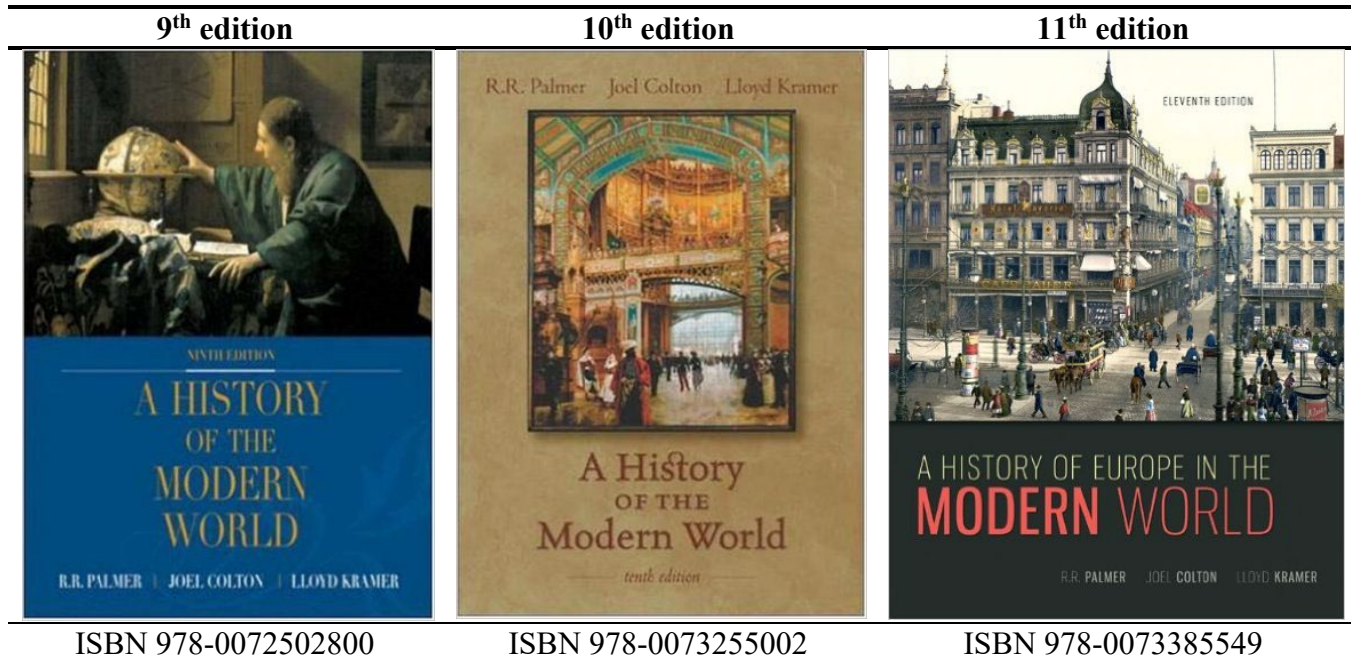
**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options.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

### Course Materials:

The course readings will heavily draw from the following book:

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

You can use older versions of the textbook (it used to be called “A History of the Modern World”, but the relevant content is identical) – they are much more affordable. (There is now a 12<sup>th</sup> edition, which you could also use).



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

### Course Technology:

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

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

### Useful links:

- Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>
- Office of Distance Education and eLearning: <https://odee.osu.edu/home>
- Student Academic Services: <http://advising.osu.edu/welcome.shtml>
- Student Service Center: <http://ssc.osu.edu/>
- Student Life Disability Services (SLDS): <http://slds.osu.edu>

- Information about the accessibility of all technologies:  
<https://resourcecenter.odee.osu.edu/accessibility>
- LockDown Browser (<https://resourcecenter.odee.osu.edu/carmencanvas/using-respondu-s-lockdown-browser-students>)

### **Course Policies:**

- ***Grading:***

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

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

- ***Collaboration and Academic Integrity Policy:***

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

- ***Academic Misconduct:***

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

For additional information, see the Code of Student Conduct:

([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp))

- ***No Recording or Transmission of Course Material:***

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

- ***Mini-papers:***

You have to write 4 mini-papers, each worth 5%. They are due at 11:59 PM on the due date, though I encourage you to submit them well before that. The mini-paper prompts are listed in the class schedule below.

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

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

<b>Points</b>	<b>Scoring criteria for mini-papers</b>
Check plus (5 points)	Meets criteria of clarity, precision and accuracy, comprehensiveness and balance, and organization. You have considered the texts carefully and creatively and made a persuasive argument in support of your thesis.
Check (4.5 points)	Must have strength on at least two of the criteria and it should still be good enough to put forward a clear line of argument. It gets a check (and not a check plus) because it does not use specific examples from the text, or does not anticipate the objections of a rival view, and has problems with sentence structure.
Check minus (3.5 points)	A mini-paper rates a check minus because it is weak in all criteria and would not serve to persuade an audience familiar with the text. It may also be inaccurate or disorganized.
No Credit	Fails to meet any of the criteria for effective support of an interpretive thesis. Not submitted on time. Wrong mini-paper.

- ***Formatting of mini-papers:***

- Please put the prompt to which you are responding at the top of the paper. It will not count against your word limit.
- Please make sure your paper is 12 point font, times new roman, single spaced.
- We encourage you *not* to put your name on the document. We use Carmen's anonymous grading feature; therefore, including names defeats this goal.
- Cite the readings to which you are referring, and add a bibliography at the end of the mini-paper.

- ***Writing advice for mini-papers:***

- It is important to not just repeat the information from the readings. The prompts encourage you to make an argument, and you then use information from the readings to support your case. With the word limit, we would rather you spend most of the time explaining your argument in detail. Strong papers not only explain their argument, but briefly consider counter-arguments.
- While it is not a requirement to go to 400 words – most Check +'s tend to be in the 300-400 range. It is difficult to sufficiently address a prompt in less than 250-300 words.
- Please do not be overly reliant on quotes. The general rule is that it's better to use your own words. When taking ideas or quotes from the readings, please cite them correctly.
- There is no need for "introductions", feel free to jump right into the prompt.

#	Date	Topics	Readings	Documentaries (links on carmen)
1	8/23	Introduction	Syllabus. Palmer, pp. 1-8 (“Geography and History”). Bellamy, Richard. 2008. <i>Citizenship: A Very Short Introduction</i> . Oxford University Press. (Ch. 1: “What is Citizenship, and Why Does it Matter?”).	
2	8/25	Varieties of Democracies / United Kingdom	Lijphart, Arend. 2012. <i>Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries</i> . Yale University Press. (Ch. 1 “Introduction” + Ch. 2 “The Westminster Model of Democracy” + Ch. 3 “The Consensus Model of Democracy”).	
3	8/30	Citizenship	Bellamy, Richard. 2008. <i>Citizenship: A Very Short Introduction</i> . Oxford University Press. (Ch. 2 “Theories of Citizenship and their History”). Marshall, Thomas Humphrey. 1964. <i>Class, Citizenship, and Social Development</i> . Doubleday & Co. (“Citizenship and Social Class,” pp. 65-122).	Music: The very beginning
4	9/1	Ancient Greece	Palmer, Chapter 1.1 (“The Rise of Europe”, section “Ancient Times: Greece, Rome, and Christianity”). Dahl, Robert Alan. 2000. <i>On Democracy</i> . Yale University Press. (Ch. 1 “Do We Really Need a Guide” + Ch. 2 “Where and How did Democracy Develop”).	Architecture: Parthenon
5	9/6	Ancient Rome	Nippel, Wilfried. 2015. “Ancient Greece and Rome, History Of.” In <i>International Encyclopedia of the Social &amp; Behavioral Sciences</i> , ed. James D. Wright. Elsevier, 697–702. Bellamy, Richard. 2015. “Citizenship, Historical Development Of.” In <i>International Encyclopedia of the Social &amp; Behavioral Sciences</i> , ed. James D. Wright. Elsevier, 643–49.	Architecture: Colosseum; Pantheon Music: Ancient Rome
	9/8	Mini-paper 1 due	Prompt: “The following texts distinguish different aspects of citizenship. Select two of the texts and compare their approaches. What are their commonalities and differences? Which do you find more convincing?”  Marshall, Thomas Humphrey. 1964. <i>Class, Citizenship, and Social Development</i> . Doubleday & Co. (“Citizenship and Social Class,” pp. 65-122). {Re-read} Stokke, Kristian. 2017. “Politics of Citizenship: Towards an Analytical Framework.” <i>Norsk Geografisk Tidsskrift - Norwegian Journal of Geography</i> 71(4): 193–207.	

#	Date	Topics	Readings	Documentaries (links on carmen)
			Pocock, John GA. 1992. "The Ideal of Citizenship since Classical Times." <i>Queen's Quarterly</i> 99(1): 33-55.	
6	9/8	Christianity / Middle Ages	Palmer, Chapter 1.4 ("The Rise of Europe", section on "The High Middle Ages: The Church"). Van Zanden, Jan Luiten, Eltjo Buringh, and Maarten Bosker. 2012. "The Rise and Decline of European Parliaments, 1188-1789." <i>The Economic History Review</i> 65(3): 835-61. Prak, Maarten. 2018. <i>Citizens without Nations: Urban Citizenship in Europe and the World, c.1000-1789</i> . Cambridge University Press. (Ch. 6: "Italian City-States and Their Citizens").	Music: Notation
7	9/13	The Renaissance / The Reformation	Palmer, Chapter 2.6 + 2.9 ("The Upheaval in Western Christendom, 1300-1560", sections on "The Renaissance in Italy" + "The Protestant Reformation"). Palmer, Chapter 3.16 ("Economic Renewal and Wars of Religion, 1560-1648", section on "The Thirty Years' War, 1618-1648: The Disintegration of Germany").	Art: Michelangelo
8	9/15	Parliaments or Kings	Palmer, Chapter 4.20 +4.21 ("The Growing Power of Western Europe, 1640-1715", sections on "Britain: The Triumph of Parliament" and "The France of Louis XIV, 1643-1715: The Triumph of Absolutism"). Stasavage, David. 2020. <i>The Decline and Rise of Democracy: A Global History from Antiquity to Today</i> . Princeton University Press. (Ch. 9 "Why England Was Different").	Music: Baroque composers
	<b>9/15</b>	<b>Exam 1</b>		
9	9/20	Type of government / France	Lijphart, Arend. 2012. <i>Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries</i> . Yale University Press. (Ch. 7 "Executive-Legislative Relations").	Music: Classical composers
10	9/22	French Revolution	Palmer, Chapter 9 ("The French Revolution"). Hunt, L. 2015. "French Revolution, The." In <i>International Encyclopedia of the Social &amp; Behavioral Sciences</i> , Elsevier, 409-12.	Art: Jacques-Louis David
11	9/27	Napoleonic Europe / Congress of Vienna	Palmer, Chapter 10 ("Napoleonic Europe").	
	<b>9/29</b>	<b>Mini-paper 2 due</b>	Prompt: "Helen Irving, the author of the below article, states that "marital denaturalisation laws were adopted when women generally, and married women in particular, were incrementally acquiring independent legal rights in other spheres." Based on her text, please summarize what, according to the author, explains this paradoxical development."	

#	Date	Topics	Readings	Documentaries (links on carmen)
			Irving, Helen. 2016. <i>Citizenship, Alienage, and the Modern Constitutional State: A Gendered History</i> . Cambridge University Press. (Ch. 1 “The Emergence of Modern Citizenship”).	
12	10/4	Industrial Revolution / Capitalism	Palmer, Chapter 11 (“Industries, Ideas, And the Struggle for Reform, 1815–1848”). <a href="http://www.essential-humanities.net/history-supplementary/industrial-revolution/">http://www.essential-humanities.net/history-supplementary/industrial-revolution/</a>	Music: Romantic composers
13	10/6	Ideologies	Andrew Heywood: Political Ideologies – Summaries (pp. 1-11). Cole, Joshua, and Carol Symes. 2020. <i>Western Civilizations</i> . 20 <sup>th</sup> edition. W. W. Norton & Company. (Ch. 20 “The Age of Ideologies: Europe in the Aftermath of Revolution, 1815–1848”).	Task: Political Compass Survey (link on carmen)
14	10/11	1848 Revolutions	Palmer, Chapter 12 (“Revolutions and The Reimposition of Order, 1848–1870”).	Music: Franz Liszt
	10/13	Fall Break		
15	10/18	Making states and citizens: Unification of Italy / Unification of Germany	Palmer, Chapter 13.63 + 13.64 + 13.65 (“Backgrounds: The Idea of the Nation-State”; “Cavour and the Italian War of 1859: The unification of Italy”; “The Founding of a German Empire and the Dual Monarchy of Austria-Hungary”). Bellamy, Richard. 2008. <i>Citizenship: A Very Short Introduction</i> . Oxford University Press. (Ch. 3 “Membership and Belonging”).	Music: Richard Wagner
	<b>10/18</b>	<b>Exam 2</b>		
16	10/20	Coalition Theory / Electoral systems / Germany	Lijphart, Arend. 2012. <i>Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries</i> . Yale University Press. (Ch. 6 “Cabinets” + Ch. 8 “Electoral Systems”).	
17	10/25	Colonialism [1871-1914]	Palmer, Chapter 16.75 & 16.77 (“Imperialism: Its Nature and Causes”; “The Partition of Africa”).	Music: After Wagner
18	10/27	Before the welfare state	Leeuwen, Marco H. D. Van. 2016. <i>Mutual Insurance 1550-2015: From Guild Welfare and Friendly Societies to Contemporary Micro-Insurers</i> . Springer. (Ch 1: “Mutual Insurance”).	Music: Paris World Fair
	<b>11/1</b>	<b>Mini-paper 3 due</b>	Prompt: “Some scholars have argued that the rise of the modern welfare state has caused the decline of traditional mutual aid [fraternal insurance] societies. Please evaluate the merits of this conclusion, based on the following text and the reading in session 18.”	



#	Date	Topics	Readings	Documentaries (links on carmen)
			Beito, David T. 1990. "Mutual Aid for Social Welfare: The Case of American Fraternal Societies." <i>Critical Review</i> 4(4): 709–36. Siddeley, Leslie. 1992. "The Rise and Fall of Fraternal Insurance Organizations." <i>Humane Studies Review</i> 7(2): 13–16.	
19	11/1	WW I	Palmer, Chapter 17 ("The First World War"). Debate on WWI (newspaper articles by Michael Gove, Tristram Hunt, Boris Johnson, Richard J Evans).	Art: Picasso's Guernica
20	11/3	Weimar Republic / Interwar Period	Palmer, Chapter 19.93 + 19.94 ("Democracy, Anti-Imperialism, and the Economic Crisis After the First World War").	Music: The Popular Age. Rhapsody in Blue; Jazz; 12-tone music
21	11/8	WW II	Palmer, Chapter 20.98 + 20.99 ("Italian Fascism"; "Totalitarianism: Germany's Third Reich"). Palmer, Chapter 21 ("The Second World War"). <a href="https://www.ushmm.org/">https://www.ushmm.org/</a>	Music: Bela Bartok; Shostakovich
	<b>11/8</b>	<b>Exam 3</b>		
22	11/10	Cleavages / Party systems	Dalton, Russell J. 2014. <i>Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies</i> . 6th ed. Congressional Quarterly Press. (Ch. 7 "Elections and Political Parties"). Caramani, Danièle. 2008. "Party Systems." In <i>Comparative Politics</i> , ed. Danièle Caramani. Oxford University Press (pp. 318–28 only). Lijphart, Arend. 1999. <i>Patterns of Democracy</i> . Yale University Press. ("The Issue Dimensions of Partisan Conflict", pp.78-89).	Music: Avant-garde music; John Cage; Bernstein's West Side Story
23	11/15	Welfare states / Democracy and Capitalism	Torben Iversen 2006: "Democracy and Capitalism." In <i>Oxford Handbook of Political Economy</i> , edited by Barry R. Weingast and Donald L. Wittman (pp. 601-623). Van Kersbergen, Kees, and Philip Manow. 2014. "The Welfare State." In <i>Comparative Politics</i> , ed. Danièle Caramani. Oxford University Press, 349-65. Alesina, Alberto, Edward Glaeser, and Bruce Sacerdote. 2001. "Why Doesn't the United States Have a European-Style Welfare State?" <i>Brookings Papers on Economic Activity</i> 2001(2): 187–254.	
24	11/17	Cold War	Palmer, Chapter 22 ("The Cold War and Reconstruction After the Second World War").	
25	11/22	EU: origins and development	Bhambra, Gurminder K. 2019. "On the Politics of Selective Memory in Europe: Rethinking 'National' Histories in an Imperial Context." In <i>Dimensions of Heritage and Memory: Multiple Europes and the Politics of</i>	Music: The Beatles

#	Date	Topics	Readings	Documentaries (links on carmen)
			<p><i>Crisis</i>, eds. Christopher Whitehead, Susannah Eckersley, Mads Daugbjerg, and Gönül Bozoğlu. Routledge, 172–82. (<a href="https://encc.eu/resources/database/cohere-final-conference-who-europe">https://encc.eu/resources/database/cohere-final-conference-who-europe</a>)</p> <p>Marks, Gary. 2012. “Europe and Its Empires: From Rome to the European Union.” <i>JCMS: Journal of Common Market Studies</i> 50(1): 1–20.</p>	
	11/24	Thanksgiving		
26	11/29	EU institutions / Citizens in the European Union	<p>Gallagher, Michael, Michael Laver, and Peter Mair. 2011. (Ch. 5 “The European Union and Representative Government”)</p> <p>Norris, Pippa. 2003. “Representation and the Democratic Deficit.” In <i>The Democracy Sourcebook</i>, eds. Robert A. Dahl, Ian Shapiro, and José Antonio Cheibub. MIT Press, 510–15.</p>	Music: Minimalism
	12/1	Extra credit mini-paper (voluntary)	<p>Prompt: “Does the EU suffers from a democratic deficit? In answering this question, please discuss some arguments in favor and against your conclusion. Please base your essay on the following text, as well as the readings from session 26.”</p> <p>Bellamy, Richard. 2008. <i>Citizenship: A Very Short Introduction</i>. Oxford University Press. (Ch 5 “Participation and Democracy”)</p>	
27	12/1	Immigration / refugee crisis	<p>Bellamy, Richard. 2008. <i>Citizenship: A Very Short Introduction</i>. Oxford University Press. (Ch. 4 “Rights and the ‘Right to Have Rights’”)</p> <p>Dumbrava, Costica. 2018. “The Governance of Citizenship and Belonging in Europe and the European Union.” In <i>The Routledge Handbook of the Politics of Migration in Europe</i>, eds. Agnieszka Weinar, Saskia Bonjour, and Lyubov Zhyznomirska. Routledge, 145–56.</p>	
28	12/6	US exceptionalism?	<p>Kenworthy, Lane. 2019. <i>Social Democratic Capitalism</i>. Oxford University Press. (Ch. 1 “Sources of Successful Societies”).</p> <p>Taylor, Steven L., Matthew Soberg Shugart, Arend Lijphart, and Bernard Grofman. 2014. <i>A Different Democracy: American Government in a Thirty-One-Country Perspective</i>. Yale University Press. (Ch. 10 “Comparative Conclusions”).</p>	
	12/6	Mini-paper 4 due	<p>Prompt: “When it comes to social policy, the US is very different from Europe! Do you agree or disagree? Please base your essay on the following two texts, as well as the readings from session 28.”</p> <p>Alber, Jens. 2010. “What the European and American Welfare States Have in Common and Where They Differ: Facts and Fiction in Comparisons of the</p>	

#	Date	Topics	Readings	Documentaries (links on carmen)
			European Social Model and the United States.” <i>Journal of European Social Policy</i> 20(2): 102–25. Lane Kenworthy’s blog entry ( <a href="https://lanekenworthy.net/america-is-exceptional/">https://lanekenworthy.net/america-is-exceptional/</a> ) [ <a href="https://perma.cc/7XVL-2HWN">https://perma.cc/7XVL-2HWN</a> ]	
	<b>TBD</b>	<b>Final Exam</b>		

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

### Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)