

Bergen Community College  
School of Arts, Humanities, & Wellness  
Department of History & Geography

## Course Syllabus

### HIS107—Modern Europe from the French Revolution

#### Basic Information about Course and Instructor

Semester and year: Course and Section Number: Meeting Times and Locations:  Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
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#### Course Description

This course is an analysis of western European history from 1815 to present. The course provides an overview of the major political, economic, and cultural developments which characterize modern Europe and concludes with a comparative study of postwar Europe and America.

3credits

General Education Course

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to

1. Identify the major periods in the history of western civilization from the Napoleonic Era to the end of the 20<sup>th</sup> Century.
2. Demonstrate an understanding of the narrative framework and factual basis of western history.
3. Identify and analyze the important political, economic, social, intellectual, and religious forces that shaped these periods.
4. Summarize and interpret the continuity and change that occurs between successive civilizations.
5. Demonstrate the ability to develop a thesis and support it with historical evidence both in writing and orally.
6. Demonstrate basic research skills by locating and using source materials.
7. Summarize, paraphrase, and quote historical information in properly cited written analyses
8. Demonstrate the ability to state and support their own interpretation of historical issues concisely, coherently, and logically.

#### Course Content

History 107 picks up where History 106 left off, with the transition of Europe from the warfare and political instability caused by the French Revolution to a more stable political environment, if not the end of warfare, under Napoleon. The course continues through what historians consider “Modernity” in

Europe as kingdoms evolve through revolutions into nations, new political and social philosophies contend for popularity with the increasingly active public, world wars and genocide reshape European identity and memory, and the work of the imperialists unravels and redefines Europe's place in the global society. The course will be moving through these 200 years at a quick pace, sadly leaving many avenues unexplored during lectures. To compensate for this loss, we will be reading a variety of primary and secondary sources that can provide a snapshot into more specific topics in European history.

### Course Texts

Palmer, Colton, and Kramer. *A History of the Modern World to 1815* v2 10th edition (McGraw-Hill, 2006).

### Assessment and Grading

In pursuit of the foregoing goals, the course is based on the reading and discussion of historical writings from both primary and secondary sources; the techniques of historical research and writing are reviewed, and students are expected to use subject specific resources in their preparation for active participation in class and for writing assignments. Students are required to do a substantial amount of expository and critical writing in response to the material presented in the course and by conducting outside research.

Because HIS-107 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

### Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade. Examinations can consist of objective questions such as multiple choice and short answers, but an essay of some form should also be evaluated as part of the test. A sample grade distribution is as follows:

Mid-Term Exam	30%
Final-Exam (non-comprehensive)	30%
Writing/Research Assignments	30%
Participation/Collegiality	10%
Total	100%

### BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**History and Geography Departmental Attendance Policy:**

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide. Collegiality is expected at all times during the course.

**Academic Dishonesty (From BCC Handbook):**

Bergen Community College is committed to academic integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud and deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty. The college recognizes the following general categories of violations of academic integrity whenever a student does one of more of the following: uses unauthorized assistance in any academic work, copies from another student’s exam, gives unauthorized assistance to other students, fabricates data in support of an academic assignment, inappropriately or unethically uses technical means to gain academic advantage, and commits plagiarism.

**Student and Faculty Support Services**

The Henry and Edith Cerullo Learning Assistance Center	Room L-125 of Pitkin Building	Includes the Tutoring Center, English Language Resource Center, and Writing Center. 201-447-7489
The Distance Learning Office – for any problems you may have accessing your online courses		201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
The Tutorial Center	Room S-118 of Pitkin Building	201-447-7908
The English Language Resource Center	Room 126 in Ender Hall	For students whose native language is not English.
The Writing Center	Room L-125 of Pitkin Building	201-447-7136
The Online Writing Lab (OWL)		<a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a> This website will help students with all aspects of the writing process in every discipline.
The Office of Specialized	L-115 of	Students with documented disabilities who require

Services (for Students with Disabilities)	Pitkin Building	accommodations by the Americans with Disabilities Act (ADA) can request support services from the Office of Specialized Services. <a href="http://www.bergen.edu/pages/5175">www.bergen.edu/pages/5175</a>
The Sidney Silverman Library	2 <sup>nd</sup> Level of Pitkin Building	

### Sample Format for Course Outline and Calendar

Note to Students: **The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

<i>Date</i>	<i>Lecture Topic</i>	<i>Learning Objectives</i>	<i>Assignments/Events</i>
	<b>Introduction &amp; Historiography</b>		
	<b>Review of French Revolution: Impact on Modern Europe</b>		
	<b>Legacy of Napoleon</b>		
	<b>Romanticism, Nationalism, Reverberation of Revolution</b>		
	<b>Imperialism: "Civilizing the World"</b>		
	<b>Industrialization and its Social Effects</b>		
	<b>Marxism and Late 19<sup>th</sup> century Intellectual Currents</b>		
	<b>Fin de Siècle France and Germany: From Franco-Prussian War to the Dreyfuss Affair</b>		
	<b>Victorian England, Czarist Russia, and What is Austria-Hungary?</b>		
	<b>*Mid-Term Exam</b>		
	<b>Research &amp; Writing Workshop</b>		
	<b>Underlying &amp; Immediate Causes of World War I</b>		
	<b>The Experience of the Great War</b>		

	<b>The Great War to the Peace of Versailles</b>		
	<b>The 1920s: German Depression &amp; Russian Revolution</b>		
	<b>Defining Fascism</b>		
	<b>Fascism in Practice: Italy &amp; Germany in late 1930s</b>		
	<b>World War II to the Battle of Britain</b>		
	<b>A Moral Choice: Resistance or Collaboration, Life Under Occupation</b>		
	<b>Stalinism</b>		
	<b>Holocaust &amp; it's Ramification</b>		
	<b>Collapse of the New Order &amp; Origins of Cole War</b>		
	<b>A Global Society: Europe Reimagined, from Decolonization to the EU</b>		
	<b>*Final-Exam</b>		