Europe in the 20\textsuperscript{th} Century
HST 324
SPRING 2018
Online Course

Instructor:
Dr. Paula Noversa Rioux

Email:
Course Messages OR prioux@umassd.edu

Phone:
508- 999-8301

\textit{This course is 100\% online.}

\textbf{Course Description}: This course is a study of the forces shaping contemporary Europe. Attention will be paid to World War I and the Versailles settlement, the rise of Communism, the challenge of totalitarian systems, the Second World War, the Cold War and European Integration. The will be accomplished through a combination of lecture, film and literature.

\textbf{Prerequisite}: none

\textbf{Course Credits}: 3

\textbf{Required Text}:


\textbf{Supplemental Readings}:
all handouts
Course Objectives:

- To introduce UMassD students to the historical method and encourage development of their historical perspective through the study of European history.
- To help UMassD students attain a basic understanding of the historical geography, motivation and developmental processes of various European nations.
- To give UMassD students a sense of historical context, and to link the past with present social, economic and political conditions.
- To practice the analysis and interpretation of historical evidence or events.
- To hone critical thinking, reasoning, analytical reading and writing skills.

Here are my expectations for electronic communication:

Please use email *ONLY* when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week. You *may* get an email reply during the weekend, but that would be an exception not the rule.

I will also check the discussion forums daily during the work week. I hope these will be lively, collegial discussions.

I am not an instructor who sends email to my students when they submit an assignment. If you do not hear from me after submitting work, consider it a good thing.

Time Considerations

Students should be prepared to spend a minimum of 2 hours a day on reading and on course assignments. While you may feel that I’m displaying a lot of information to you on a weekly basis remember that this is a seven week course. Every week is 2 weeks in a traditional face-to-face course. Consider, then, that you would be coming to class for 3 hours per week and then spending an additional 3-6 hours (at least) outside of class on assignments and reading.

In our online course environment my expectation is that you will be spending those 3 “class hours” on your own, working on the concepts that you would usually get in a live lecture.

Please be sure to budget your time accordingly!
The Online Weekly Schedule

Electronic week begins on Monday and ends on Sunday (first and last week are the exceptions).

Day 1 – Monday
Day 2 – Tuesday
Day 3 - Wednesday
Day 4 - Thursday
Day 5 - Friday
Day 6 - Saturday
Day 7 - Sunday

Evaluation and Grading Breakdown:

- Class participation/attendance (Discussion Board) 20%
- Quizzes 20%
- Brief Essays (avg. of 3) 30%
- Final Exam 30%

Grading Scale:
- 97 - 100 A+
- 95 - 96 A
- 90 - 94 A-
- 87 - 89 B+
- 85 - 86 B
- 80 - 84 B-
- 77 - 79 C+
- 75 - 76 C
- 70 - 74 C-
- 67 - 69 D+
- 65 - 66 D
- 60 - 64 D-
- 00 - 59 F

Policy on Late Assignments and Missing Assignments:
Assignments that are handed in late will be downgraded one full grade (e.g. A+ to B+) per day.

Attendance: This is an online course. As such attendance is measured by participation in the discussion boards.

Discussion Boards: Directions will be included with each board and they typically require you to post a response about the assigned readings and respond to at least 2 classmate postings. Directions regarding length will be included with each board. These responses are graded for content, interaction with classmates, and writing. In general I expect you to follow these guidelines:

- First, respond fully to the questions posed.
• Second, respond clearly and directly to the question and all of its parts.
• Next, your response postings should demonstrate your command of the material by referencing the PowerPoint lecture and the outside readings.
• Further, you should strive to have postings that are free from grammatical and typographical errors.
• Finally, your responses to the postings of your classmates will be respectful (which does not mean you must agree!!). You can disagree in a collegial manner. They must also be complete, and thoughtful. Simply agreeing with or answering no to a peer’s comment is unacceptable.

Try to add something new to the discussion! Your learning in the course will increase with more interaction among the class. If you do the minimum, your grade will reflect that. Do not fear posting more than the minimum assigned

**Quizzes:** All quizzes must be taken at the appropriate time/day. There are no make-ups. All quizzes are objective and are in the form of multiple-choice questions. The quizzes are based on the chapter reading due that week. The lowest quiz grade will be dropped.

**Brief Essays:** You will write three, 3 page essays. These essays will be in response to a question which I will assign you. Each essay will deal with one of the outside readings or the film, *All Quiet on the Western Front.*

**Exams:** The Final Exam must be taken at the appropriate time/day. Any exam that is missed will result in a zero for that exam. The only acceptable excuse is one that can be verified through documentation--e.g. police report, emergency room admissions etc. It will be objective and based on the PowerPoint lectures throughout the semester. The format will 50 multiple choice questions. You will be given a study guide for the exam. On the study guide you will see thirty terms to identify. For each term you will answer the question: 1) Who or What; 2) Where; 3) When; and 4) Why is it historically important.

**Incomplete Policy:**
According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

[http://www.umassd.edu/nfi/teachingandadvising/coursesyllabus/sampleincompletestatement/](http://www.umassd.edu/nfi/teachingandadvising/coursesyllabus/sampleincompletestatement/)
Academic Integrity Policy:

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.*

http://www.umassd.edu/studentaffairs/studenthandbookintroduction/studentconductpolicies/academicintegritypolicy/
Access and Success:
In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711.

http://www.umassd.edu/dss/

Resources:

Tutoring
If you are having difficulty with the class please:
- Post a message on the Discussion Board – be sure to use your classmates for troubleshooting and problem solving.
- Make an appointment to come in and meet with me.
- Contact the Academic Resource Center (ARC) for support:

  Academic Resource Center, Liberal Arts – Room 7
  Phone: 508.999.8708, Fax: 508.910.6404

Technical Help
If you are in need of technical assistance the IT Service Desk is available to students.

Claire T. Carney Library, lower level
508.999.8884 (x8884) or Email

Sunday: 12:00pm-1:30am
Monday thru Thursday: 7:30am-1:30am
Friday: 7:30am-11pm
Saturday: 9:00am-11pm

Students living in the Residence Halls may also contact the Residential Technology (ResTech) Support Center:

Visit ResTech in Elmwood Hall, lower level
Call the ResTech Help Line at 508.999.8040 (x8040)
### Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>I—Imperialism</td>
<td>Di Scala, Part 1: The European Age</td>
</tr>
<tr>
<td>(3/19)</td>
<td>Lecture I</td>
<td>Handouts</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>II—Nationalism</td>
<td>Di Scala, Part 2: The End of Hegemony</td>
</tr>
<tr>
<td>(3/26)</td>
<td>Lecture II</td>
<td>Handouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(All Quiet on the Western Front)</em></td>
</tr>
<tr>
<td>*<em>Response Essay #1 due: (All Quiet on the Western Front)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>IV—The Political Movements of the 1930s</td>
<td>Di Scala, Part 3: An Age of Dictators (chpts. 10-16)</td>
</tr>
<tr>
<td>(4/2)</td>
<td>Lecture IV</td>
<td>Handouts</td>
</tr>
<tr>
<td><strong>Response Essay #2 due: Animal Farm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>V—The Russian Revolution and the establishment of the U.S.S.R.</td>
<td>Di Scala, Part 3: An Age of Dictators (chpts. 17-20)</td>
</tr>
<tr>
<td>(4/9)</td>
<td>Lecture V</td>
<td>Handouts</td>
</tr>
<tr>
<td><strong>Response Essay #3 due: One Day in the Life of Ivan Denisovich</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>VI—WWII</td>
<td>Di Scala, Part 3: An Age of Dictators (chpts. 17-20)</td>
</tr>
<tr>
<td>(4/16)</td>
<td>Lecture VI</td>
<td>Handouts</td>
</tr>
<tr>
<td><strong>Night</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>VII—European Integration</td>
<td>Di Scala, Part 4: Dual Europe (chpts. 21-29)</td>
</tr>
<tr>
<td>(4/23)</td>
<td>Lecture VII</td>
<td>Handouts</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>VIII—Cold War</td>
<td>Di Scala, Part 4: Dual Europe (chpts. 30-34)</td>
</tr>
<tr>
<td>(4/30)</td>
<td>Lecture VIII</td>
<td>Handouts</td>
</tr>
<tr>
<td><strong>One Day in the Life of Ivan Denisovich</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td>(5/8)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the semester progresses, this syllabus will be adjusted to accommodate any unforeseen circumstances, at my discretion when needed.