

HIST597

Course Summary

Course : HIST597 **Title :** Graduate Seminar in European History

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course is a comprehensive seminar in European history designed to provide a foundation in historical theory, trends, and concepts for further study of topical history at the graduate level. Students examine the broad sweep of European history, major interpretive questions in world historiography, and major periods of interaction between civilizations and empires. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of European history for serious history students and professionals.

Course Scope:

The focus of the Graduate Seminar in European History is historical research, analysis, synthesis, and writing. Because of the breadth of this course, which is just the start of your studies, topics of discussion and required reading will focus on the “idea of Europe” from Antiquity to the Contemporary Era. Students will be exposed to different approaches to the study of European history, including periodization, starting with the design of this class. Students will spend the term reading selected historical works and analytically discussing them in the forum discussions and in a series of concise, short essays. It is expected that students will engage in considerable outside research for all the work in this class. Further, throughout the class, students will examine the historian’s craft, patterns of analysis and synthesis, and interpretive trends in historical thought, especially “the idea of Europe.” Students will also learn that the heart of the history profession is reading, reading, reading, and then more reading, followed by writing, writing, writing, and then more writing. Do not limit yourself to the required or even the recommended reading, viewing, and listening. The course bibliography in the forum, Resources to Help You, will guide you to other reading. This course is primarily from a Western European perspective. Nevertheless, interested students can focus on other parts of Europe.

Objectives

After successfully completing this course, you will be able to:

- Explain “the idea of Europe.” (LO1)
- Discern major historical debates in European history. (LO2)
- Engage critically with the views of historians. (LO3)
- Write historical analysis and synthesis in forum discussions and essays. (LO4)

Outline

Week 1: Introduction to the Idea of Europe

Learning Outcomes

- Create a learning community.
- Develop the necessary skills to use Sakai and the APUS Library.
- Examine some of the differing viewpoints on the Idea of Europe.

Required Readings

- [The Idea of Europe : From Antiquity to the European Union](#)
 - pp. 1-32
- [Multi-Ethnicity and the Idea of Europe](#)
- [Still the Europe of Milward?](#)
 - PDF available inside the classroom
- ['Europe, for example'](#)

Assignments

- Introductions
- Let Us Start Talking About the Topic of Your Capstone Thesis Discussion

Week 2: Antiquity through the Medieval Era

Learning Outcomes

- Examine some of the differing viewpoints on the Idea of Europe.
- Analyze, interpret, and synthesize different historical perspectives on the Antiquity, Classical, and Medieval Eras of history.

Required Readings

- [The Idea of Europe : From Antiquity to the European Union](#)
 - pp. 33-90.
- [The Crusades and Islam.](#)
- [Columbus's Ultimate Goal: Jerusalem](#)
- [Columbus and the Recovery of Jerusalem](#)
- [Concepts of Europe in the Early and High Middle Ages](#)
- [Barbarians, Classical Antiquity and the Rise of Western Europe: An Archaeological Essay](#)
- [The Creation of Europe](#)
- [Medieval Ideas of Europe and Their Modern Historians](#)
 - PDF available inside the classroom
- [The Culture of Europe in the Later Middle Ages](#)
 - PDF available inside the classroom
- [On the Making of Europe: Reflections from Delhi](#)
 - PDF available inside the classroom

Assignments

- Week 2 Discussion
- Analysis Essay 1 Due

Week 3: Early Modern Europe

Learning Outcomes

- Examine some of the differing viewpoints on the Idea of Europe.
- Analyze, interpret, and synthesize different historical perspectives on the Early Modern Era.

Required Readings

- [The Idea of Europe : From Antiquity to the European Union](#)
 - pp. 91-115.
- [A Europe of Composite Monarchies](#)
- [The Early Modern Muddle](#)
- [The Rise of the West](#)
- [The Universities of the Renaissance and Reformation](#)
- [Western Travelers, Eastern Antiquities, and the Image of the Turk in Early Modern Europe](#)
- [The Frontier and Identities of Exclusion in European History](#)
 - PDF available inside the classroom

Assignments

- Week 3 Discussion

Week 4: Modern Era

Learning Outcomes

- Examine some of the differing viewpoints on the Idea of Europe.
- Analyze, interpret, and synthesize different historical perspectives on the Modern Era.

Required Readings

- [The Idea of Europe : From Antiquity to the European Union](#)
 - pp. 116-138, 331-358.
- [The Shelleys and the Idea of Europe](#)
 - PDF available inside the classroom
- [The Construction of a European World-View in the Revolutionary Napoleonic Years](#)
- [German Orientalism and the Decline of the West](#)
- [Inventing Siberia: Visions of the Russian East in the Early Nineteenth Century](#)
- [Europe in India's Xenology: The Nineteenth-Century Record](#)
- [The Imperialism of Free Trade](#)
- [Europe in the Turkish Mirror](#)
- [Central Europe/Eastern Europe: Behind the Definitions](#)

Assignments

- Week 4 Discussion
- Analysis Essay 2 Due

Week 5: Contemporary through the World Wars

Learning Outcomes

- Examine some of the differing viewpoints on the Idea of Europe.
- Analyze, interpret, and synthesize different historical perspectives on the contemporary era through the World Wars.

Required Readings

- [The Idea of Europe : From Antiquity to the European Union](#)
 - pp. 139-170.
- [Origins and Evolution of the European Union, 2nd ed.](#)
 - pp. 1-32 Hard Copy Text. Purchase required for those not covered by the Book Grant
- ['Set in the Silver Sea': English National Identity and European Integration](#)
- [A Matter of Foreign Policy: 'Final Solution' and 'Final Victory in Nazi Germany](#)
- [The Nazi Concept of 'Volksdeutsche' and the Exacerbation of Anti-Semitism in Eastern Europe](#)
- [The Nazi Decision to Commit Mass Murder: Three Interpretations: The Euphoria of Victory and the Final Solution: Summer-Fall 1941](#)
- [Time, Manner, Place: Writing Modern European History in Global, Transnational and International Contexts](#)
 - PDF available inside the classroom
- [The Idea of Europe](#)
 - PDF available inside the classroom

Assignments

- Week 5 Discussion

Week 6: Postwar Era

Learning Outcomes

- Examine some of the differing viewpoints on the Idea of Europe.
- Analyze, interpret, and synthesize different historical perspectives on the Postwar years.

Required Readings

- [Origins and Evolution of the European Union, 2nd ed.](#)
 - pp. 35-161. Hard Copy Text. Purchase required for those not covered by the Book Grant
- [The Idea of Europe : From Antiquity to the European Union](#)
 - pp. 317-330.
- [The Idea of 'Europe' and the Origin of the European Union – A Sociological Approach](#)
- [Monnet and the Action Committee: The Formative Period of the European Communities](#)
- [Jean Monnet and the 'Democratic Deficit' in the European Union](#)

Assignments

- Week 6 Discussion
- Analysis Essay 3 Due

Week 7: European Integration 1

Learning Outcomes

- Examine some of the differing viewpoints on the Idea of Europe.
- Analyze, interpret, and synthesize different historical perspectives on European integration.

Required Readings

- [The Idea of Europe : From Antiquity to the European Union](#)
 - pp. The Idea of Europe : From Antiquity to the European
- [Origins and Evolution of the European Union, 2nd ed.](#)
 - pp. 165-272. Hard Copy Text. Purchase required for those not covered by the Book Grant
- [Mitteleuropa and Post-Modern Identity](#)
- [The 1989 Revolutions and the Idea of Europe](#)
- [How Europe Matters. Different Mechanisms of Europeanization](#)

Assignments

- Week 7 Discussion

Week 8: European Integration 2

Learning Outcomes

- Examine some of the differing viewpoints on the Idea of Europe.
- Analyze, interpret, and synthesize different historical perspectives on European integration.

Required Readings

- [Origins and Evolution of the European Union, 2nd ed.](#)
 - pp. 274-375. Hard Copy Text. Purchase required for those not covered by the Book Grant
- [Towards a European Identity?](#)
 - PDF available inside the classroom
- [The European Union as a Gated Community: The Two-faced Border and Immigration Regime of the EU](#)
- [Europe \(in Practice\): Which Culture for the Union](#)
- [An Examination of the Manipulation of the Europe Union-Turkish Boundary as a Means of Governance for the European Union](#)
- [Understanding Urban Riots in France](#)
- [What Is European History? Reflections of a Cosmopolitan Islander](#)
 - PDF available inside the classroom
- [Orientalising America? Continental Intellectuals and the Search for Europe's Identity](#)
- [A Political Identity of the Europeans?"](#)
- [The Making of a Post-Western Europe: A Civilizational Analysis](#)
- [We, the Peoples of Europe](#)
- [The Question of European Identity: Europe in the American Mirror.](#)
- [Is Turkey Ready for Europe?](#)

Assignments

- Week 8 Discussion
 - Analysis Essay 4 Due
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Evaluation

Reading, Viewing, and Listening Assignments: Besides what is listed in the syllabus there are lectures for each week. In your forum posts you must demonstrate that you have learned from them as well as from all the required reading.

Discussion Assignments:

Late forum work is not acceptable as it disrupts discussion. If you have a work or health impediment for participation, you must inform your instructor before or ASAP and present appropriate documentation.

A) Each forum requires answers to questions listed in the forum. Use this opportunity to express a variety of analysis and synthesis and to deeply engage the course material and your weekly research. Adhere closely to the requirements in the Graduate Forum Grading Rubric found in the forum Resources to Help You. Students will respond to the questions in each forum as instructed in the forums, and at least three times (refer to the grading rubric for forums) to fellow students (or to me when I post). Each post must demonstrate analysis and synthesis and be well written and properly referenced using the Chicago style, and include footnotes or endnotes. Students must enter the appropriate thread by using the forum button on the left

navigation bar. The purpose of the main forum post is for you to show me that you have reflected on all the reading, listening, viewing, and questions, and that you can analyze the material and synthesize a response. The responses must demonstrate graduate-level critical thinking skills and referencing.

Do not forget that you must use proper Chicago-style citations at all times. For the forum discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the forum during the week in which it is assigned. Classroom discussion will not be accepted through email. All posted discussions must be relevant to the week's work. Postings unrelated to the week's discussion, or made after the week, do not count as participation for grading purposes. Participating in the forum discussion is the equivalent of attending a face-to-face class; therefore, they must be posted on time.

- **No later than Wednesday, 11:55 p.m. ET, submit the initial posting to the required set of questions in the forum area for your classmates to read.** This first posting responding to the questions must be at least 350 words in length, and will probably have to be longer.
- **Thursday, and Friday by 11:55 p.m. ET,** submit a response each day to students (or to me). Each one must be at least 250 words.

B) Virtual Introduction: This is a graded exercise. You will virtually introduce yourself; explain, with examples, what analysis and synthesis are, and respond to the virtual introductions of at least two students. This is due by Sunday, 11:55 p.m. ET of Week 1.

C) No later than Friday, 11:55 p.m. ET, students will post a summary of their analysis essay for the week. This is a fifth required posting. Make sure that this summary includes a bibliographic entry for the book or document that you base it on from the course bibliography (that is not required reading). Responses to this summary by other students will allow the author to benefit from peer review to improve his or her analysis essay before submitting it for grading.

To summarize, the schedule of posting is as follows for each week:

Main post, Wednesday, 11:55 p.m. ET.

First response, Thursday, 11:55 p.m. ET.

Second response, Friday, 11:55 p.m. ET.

Summary of analysis essay, Friday, 11:55 p.m. ET.

Analysis Essays (AE):

When submitting work, the proper file extension for uploading is: .doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason; the penalty for late work is a 10 percent deduction from the grade.

General Note: When an instructor says "minimum," if you use the minimum, for example in the number of sources, then you might not receive full points. It depends on the instructor. Full points are for excellent work. At the graduate level you are expected to go beyond the minimum. If an instructor says "maximum," if you go over that, then points might be deducted. In my case, in the length of the essays, I do deduct points if the essays are too short or too long in terms of full pages. Further, in terms of the minimum number of sources, I do not count required reading. I want to see that you can research. Remember that the title page and the bibliography do not count as a page of text in class papers.

Each week, starting Week 2, in four to six pages, you will write an essay on a narrowly focused topic that is in some way related to the idea of Europe. This essay will have an excellent, narrow, focused, arguable thesis statement, and will be pertinent to the week's subject matter. For each essay, you will read and incorporate into your essay, a book or document from the course bibliography (in the forum Resources to Help You) that is from the section for the week's work, and is not required reading. The books or documents that you choose may be used for more than one essay, providing that they are pertinent for more than one week of work. Each essay must be uploaded as an attachment in Assignments, and they are due no later than Sunday, 11:55 p.m. ET. See Assignments for the exact dates.

For each essay, you are required to use a minimum of **six** excellent academic sources. Remember that required reading will not count for one of these six sources. If pertinent, these sources can be used for more than one essay. Although you may read book reviews for your own benefit to better understand a topic, do not use book reviews for your essays. Historians generally start their research in the Jstor electronic database; all its journals are peer-reviewed. If you use the Ebsco or ProQuest Database Suites, remember to click peer reviewed to ensure that the hits are academic sources. Even then, you must use your vetting skills. For example, the Ebsco and ProQuest Database Suites consider *History Today* an academic source, however, it is not peer reviewed. If you use a website, ensure that you have properly vetted it for its academic value.

All essays will be double-spaced pages, with standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric for essays in the forum Resources to Help You. Do not forget to include in each essay the required minimum number of academic sources. Remember that the Chicago bibliography style (footnotes) is used. All essays will demonstrate excellent use of academic journal articles. Your essay writing should be near-journal quality.

Grading:

Name	Grade %
Virtual Introduction	2.00 %
Week 1: Virtual Introductions and Discussion	2.00 %
Discussions	48.00 %
Week 2: Antiquity through the Medieval Era	6.86 %
Week 3: Early Modern Europe	6.86 %
Week 4: Modern Europe	6.86 %
Week 5: Beginning of the Contemporary Era through the World Wars	6.86 %
Week 6: Postwar Europe	6.86 %
Week 7: European Integration 1	6.86 %
Week 8: European Integration 2	6.86 %
Analysis Essays	50.00 %
Analysis Essay 1	12.50 %
Analysis Essay 2	12.50 %
Analysis Essay 3	12.50 %
Analysis Essay 4	12.50 %

Materials

Book Title: The Idea of Europe: From Antiquity to the European Union (Ebook available through the APUS Online Library)

Author: Anthony Pagden

Publication Info: Cambridge University Press Lib

ISBN: 9780521795524

Book Title: Origins and Evolution of the European Union, 2nd ed.

Author: Desmond Dinan

Required Course Textbooks

- Dinan, Desmond, ed. *Origins and Evolution of the European Union*. 2nd ed. Oxford: Oxford University Press, 2014. ISBN 978-0-19-957082-9.
- Pagden, Anthony, ed., *The Idea of Europe: From Antiquity to the European Union*. New York: Cambridge University Press, 2002. ISBN 978-0-521-79552-4.

Additional Required Readings:

- In Resources or provided by the instructor.
- If you do not have a good grasp of European history, then read a survey history book written by a major European historian, for example the following. However, do not use this book as a source for your forum posts or essays.

Palmer, R. R., Joel Colton, and Lloyd Kramer. *A History of the Modern World*, 9th ed.

Highly Recommended Reference: For all history majors.

Turabian, Kate L. *Manual for Writers of Term Papers*. 9th ed. Chicago: University of Chicago Press, 2018.
Purchase optional but highly recommended.

IMPORTANT NOTE: The Department of History and Military History requires students who are declared majors in the discipline to conform to the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional bibliography style footnote attribution. Do not use a parenthetical variation. Make sure that your Microsoft Word is not set to create an extra line between paragraphs. In addition, Word's formatting must be changed to one space after punctuation, as required by the Chicago style.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note that web site addresses are subject to change.

Site Name	Web Site URL/Address
Turabian Quick Guide	http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Course Guidelines

Writing Expectations: Within the class, are several documents that explain the expectation within the History Program. These documents are the "Forum Guidance and Requirements," "Written Assignment Guidance," and "Written Assignment Rubric."

Citation and Reference Style: History and Military History students should become familiar with the Chicago Manual of Style (CMS) format for citations and the bibliography. The CMS is the standard format for historians. As such, it is our responsibility to ensure that you use this format so that you become comfortable with it during your undergraduate years. Non-history majors can use APA or MLA as the citation and reference style used in written work submitted for this course.

Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time, and may be more flexible if potential delays are communicated ahead of time.*

*Programs with specialty accreditation may have different late policies;

**Students with DSA accommodations may have different late policies applied.

Turnitin

It is required that assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.