American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 597
Seminar in European History

3 Credit Hours
16 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

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
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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.

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Course Objectives

After successfully completing the course, students will be able to:

• Discern major historical debates in European history. (LO1)
• Engage critically with the views of historians. (LO2)
• Analytically write historical analysis and synthesis in forum discussion and essays. (LO3)

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources) and access to the online learning management system (Sakai) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums) and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Scope

The focus of the Graduate Seminar in European History is historical research, analysis, and writing. Because of the breadth of this course, which is just the start of your studies, topics of discussion and required reading will mostly be on some of the watershed events that have defined the European experience 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, and will familiarize themselves with some of the most important historical debates. Students will spend the semester 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 historians’ craft, patterns of analysis, and interpretive trends in historical thought. Students will also learn that the heart of the history profession is reading, reading, and then more reading. Do not limit yourself to the required or even the recommended reading. The course bibliography, and the other ones for my courses on my website, will guide you to other reading.

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Course Materials

REQUIRED TEXTS

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Note: If you do not have a good grasp of European history, then read a survey history book written by a major European historian.

HIGHLY RECOMMENDED REFERENCES (For All History Majors)


Additional Required Readings: In Resources or provided by the Instructor.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. **Citations will follow traditional footnote attribution. Do not use endnotes, parenthetical notes, MLA, or APA.** Make sure that your Microsoft Word is not set to create an extra line between paragraphs. This is not in accordance with the *Chicago Style Manual*. Also, make sure that Word is set to create one space after punctuation, which is required by Chicago. Make sure you change the preferences in Word before you turn in a written assignment. Historians use the Chicago bibliography style (not the reference style).

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Websites: In addition to the required course texts Websites 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.

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### Evaluation Procedures

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<th>Assignment</th>
<th>Weighted Percentage</th>
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<tr>
<td>Forums x 5</td>
<td>35</td>
</tr>
<tr>
<td>Analysis Essays x 5</td>
<td>60</td>
</tr>
<tr>
<td>Week 1 Forum</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 percent</strong></td>
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When submitting work, the proper file name is: Hist597SectionNumberLastNameFirstNameAssignmentName.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.

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. 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. Remember that the title page and the bibliography do not count as a page of text in class papers.

Forum Discussions:
A) Each forum requires answers to questions listed in the forum. Use this opportunity to express a variety of analysis and opinions and to deeply engage the course material and your research. Adhere closely to the requirements in the Graduate Forum Grading Rubric found in Resources. Students will respond to all the questions in each forum, and at least four times to fellow students (or to me when I post). Each post must be analytical in nature, well written, and properly referenced. They must all adhere to Chicago and include footnotes. These forum discussions are preparation for you to participate in professional online discussion forums. Students must enter the appropriate thread using the forum button on the left navigation bar.

- No later than Friday, midnight EST of the first week of the module, 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. It will probably have to be longer.
- By Friday, midnight EST of the second week, submit the first two analytical responses to students, which must be at least 250 words each.
- By Friday, midnight EST of the third week, submit the remaining two analytical responses to students, which must be at least 250 words each.

These responses must show graduate-level critical thinking skills.

Do not forget that you must use proper Chicago style citations and footnotes at all times. For the forum discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the forum during the module in which it is assigned. Classroom discussions will not be accepted through email. All posted discussions must be relevant to the module’s readings. Postings unrelated to the module’s discussion, or made after the module, do not count as participation for grading purposes. There can be no extensions for forum postings because they are the equivalent of attending a face-to-face class.

*Week 1 is different. You do not have to respond to anyone. You absolutely must post with at least 250 words by Sunday midnight of the first week. This is required, and is graded, to complete your registration as per Department of Education (DOE) regulations.*

B) No later than Friday of the second week of each module, students will summarize the analysis essay they write for the module, and post it to the discussion forum. This will be students’ sixth required post to the forum.

**Analysis Essays:**

Each module, in six to eight pages, you will write an essay on a narrowly focused topic, with an excellent thesis statement, related to the module’s subject matter. For each essay, you will read a book or document from the course bibliography (in Resources) that is directly related to the module subject matter. The books or documents that you choose may be used for more than one essay, providing that they are pertinent. Each essay must be uploaded as an attachment in Assignments and they are each due no later than the second Friday of each module. See Assignments for the exact dates.

*All essays should be double-spaced pages, with standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric in Resources. Do not forget to include in each essay the required minimum number of academic sources. Remember that the Chicago style and footnotes are always used. All essays will demonstrate excellent use of journal articles. To understand the quality of the work you are expected to achieve in all your written work, it is highly recommended that you read some articles from the recommended journals listed in the course bibliography.*

**COMPUTER FAILURE or other technological problems are not an excuse for late work. Save your work every few minutes. Purchase an external hard drive and back up your work. Alternatively, you can save your drafts and documents in a cloud. Google Drive and dropbox.com are free.**

**Course Outline**

NOTE: All reading assigned is due for discussion the following module.
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<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
|      |          | Create a learning community. | **Required:**  
1) Jonathan Riley-Smith, *The Crusades, Christianity, and Islam*  
Required (in Resources):  
2) Podcast: “Tacitus and the Decadence of Rome.”  
3) Podcast: “The Black Death.”  
4) Podcast: “The Magna Carta.”  
5) Podcast: “Boudica.”  
6) Podcast: “The Delphic Oracle.”  
7) Podcast: “The Medieval University.”  
Recommended (in Resources):  
1) Podcast: “The Translation Movement” (for background only).  
2) Video lecture: Ancient Olympics: Gods and Athletes  
3) Podcast: “Carthage’s Destruction.”  
4) Podcast: “The Consolations of Philosophy.”  
5) Podcast: “Aristotle’s Politics.”  
7) Podcast: “Xenophon.”  
8) Podcast: “Pythagoras.”  
9) Podcast: “The Four Humours.”  
11) Podcast: “Socrates.”  
12) Podcast: “St. Hilda.”  
13) Podcast: “Greek | 1) Read the Riley-Smith book for discussion in the next module.  
2) Make your virtual introduction and complete the other Week 1 work, which is graded. DOE requires that you post 250 words by Sunday midnight Week 1 to maintain your registration.  
3) Explore the course website.  
4) Choose your books from the course bibliography to read for the analysis essays, and start reading the first one for your first analysis essay. |
### Module 1: Weeks 2 - 4

**Antiquity through the Medieval Era**

Depending on the historian, it ends sometime around the Renaissance.


#### Analyze, interpret, and synthesize the different historical perspectives on the Antiquity, Classical, and Medieval Eras. (LO 1, 2, and 3)

- 13) Podcast: "Ockham’s Razor."
- 14) Podcast: "Archimedes."
- 15) Podcast: "Archimedes."
- 16) Podcast: “Ovid.”
- 17) Podcast: “Roman Satire.”
- 18) Podcast: “The Volga Vikings.”
- 20) Podcast: “Cleopatra.”
- 21) Podcast: “The Battle of Stamford Bridge.”

#### Recommended (in Resources):

3) Read (and view on your own) Shakespeare’s “Antony and Cleopatra.”
4) Read (and view on your own) Shakespeare’s “Coriolanus.”
5) Read (and view on your own) Shakespeare’s “Julius Caesar.”
6) Read (and view on your own) Shakespeare’s “Titus Andronicus.”

1) Read the Richardson book for discussion in the next module, and listen to the podcasts.
2) Make your forum posts.
3) Submit your first analysis essay.
4) Look at Lessons before you make your first post.

1) Read the Richardson book for discussion in the next module, and listen to the podcasts.
2) Make your forum posts.
3) Submit your first analysis essay.
4) Look at Lessons before you make your first post.
### Module 2: Weeks 5 - 7

**Early Modern Europe**

Depending on the historian, it starts sometime around the Renaissance or Reformation, and could go from around 1450 to, maybe, 1750.

- **Analyse, interpret, and synthesize the different historical perspectives on the Early Modern Era.** (LO 1, 2, and 3)

<table>
<thead>
<tr>
<th>Required</th>
<th>Required (in Resources)</th>
<th>Recommended (in Resources)</th>
<th>Required</th>
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| 6) Video Lecture: “Britain and the Seven Years War.” | 6) Video Lecture: “Britain and the Seven Years War.” |

### Module 3: Modern Europe

- **Analyse, interpret, and synthesize the different historical perspectives on the Modern Era.** (LO 1, 2, and 3)

<table>
<thead>
<tr>
<th>Required</th>
<th>Required</th>
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<tbody>
<tr>
<td>1) Omer Bartov,</td>
<td>1) Read the Bartov book for discussion in the next module.</td>
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<tr>
<td></td>
<td>2) Make your forum posts.</td>
</tr>
<tr>
<td></td>
<td>3) Submit your second analysis essay.</td>
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<tr>
<td></td>
<td>4) Look at Lessons before you make your first post.</td>
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### Weeks 8-10
Depending on the historian, this is more or less the period from around the mid-eighteenth century to sometime near the end of the nineteenth century.

**Germany’s War and the Holocaust: Disputed Histories**

- Required (in Resources):
  2. Podcast: “Suffragism.”

- Recommended (in Resources):
  1. Podcast: “Joyce’s A Portrait of the Artist as a Young Man.”
  4. Podcast: “Godel’s Incompleteness Theorems.”
  5. Podcast: “The Riddle of the Sands.”

### Module 4: Contemporary Europe through the World War Eras

- Analyze, interpret, and synthesize the different historical perspectives on the Modern Era. (LO 1, 2, and 3)

- Required:
  1. Desmond Dinan, *Origins and Evolution of the European Union*

- Recommended (in Resources):

### Module 5: Contemporary Europe: European Integration

- Analyze, interpret, and synthesize the different historical perspectives on the Contemporary Era. (LO 1, 2, and 3)

- Required:
  1. Make your forum posts.
  2. Submit your third analysis essay.
  3. Look at Lessons before you make your first post.

### Policies
Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy

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Disability Accommodations

Citation and Reference Style

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the Chicago Manual of Style. This course will require students to use the citation and reference style established by Kate Turabian in A Manual for Writers of Term Papers, Theses, and Dissertations, 7th ed. (Chicago: University of Chicago Press, 1996), which is the most readily available distillation of the Chicago Manual. See, also, the Chicago Style Manual in the Online Library.

The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter—title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others. Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: J Points will be deducted from forum postings that do not adhere to Netiquette or professional standards.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan**: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books**: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com**: For help with writing, go to the Tutorial and Student Study Center Portal in the Online Library. If you have questions, you may email librarian@apus.edu. They are available seven days a week. Active duty military have a different area to use in Tutor.com.

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See the course bibliography in Resources. Table of Contents