

**The University of North Carolina at Greensboro**  
**His 223–European Revolutions, 1789–1989**

Fall Semester 2016

MWF 11:00-11:50, BRYN 105

Instructor: Dr. Emily J. Levine

Office: MHRA Bldg 2117

Telephone: 336-334-3514

Email: [ejlevine@uncg.edu](mailto:ejlevine@uncg.edu)

Office Hours: M, noon–1pm, and by appointment

Graduate Assistant: Jessica Eder, [jreder@uncg.edu](mailto:jreder@uncg.edu)

### **COURSE DESCRIPTION**

This introductory lecture course explores the major themes of European history from the late eighteenth century to the present. In particular, it examines why European political, intellectual, and cultural traditions forged during the eighteenth-century Enlightenment often gave way to destructive tendencies and violent social movements. How did the nineteenth century ideals of “progress” and “civilization” lead to the colonialism, total war, terrorism, and genocide of the twentieth? What precisely was the relationship between the Enlightenment and the Terror, and between republics and revolutions? Why did a number of utopian ideologies designed to perfect society, in practice, devolve into dystopias of psychological suffering and physical destruction?

We will examine a number of political ideologies, including liberalism, conservatism, socialism, communism, and fascism, which Europeans developed in response to the challenges of revolution (industrial and social), nation-building, and international competition. We will also devote attention to how Europeans have imagined the boundaries of “Europe” based on racial, religious, class, gender, and national categories, and how those included and excluded have changed over time. Finally, we will examine how culture broadly speaking, including ideas, fine arts, music, and film both reflected and affected these political developments.

### **LEARNING OUTCOMES**

**General Education: GL/GN (Global Perspectives/ Global non-Western Perspectives)**

**LG1. Foundational Skills:** *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

**LG3. Knowledge of Human Cultures:** *Through study in the social and behavioral sciences, understand individual, social, political, economic, religious, and cultural influences on human societies across the world. Through study in the social and*

*behavioral sciences, humanities, histories, and the arts, understand the historical, cultural, and philosophical traditions that have shaped our diverse society and the importance that abstract ideas and artistic expression have in the process of self-understanding.*

**LG4. Personal, Civic, and Professional Development:** *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.*

**Information and Research Skills Competencies:** *students achieve orientation to research skills by completing the Library's Web tutorial and participating in information literacy activities in course.*

<http://library.uncg.edu/depts/ref/tutorial>

### **History Department**

**HLG1.** *Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.*

**HLG2.** *Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.*

### **Course specific**

**CLG1.** *Write a thesis statement (argument) that draws on primary source evidence.*

**CLG2.** *Develop familiarity with major figures, movements, and events in Modern European history from 1789 to the present.*

**CLG3.** *Appreciate the historical roots of current political debates and cultural currents.*

**CLG4.** *Leadership, participation, and group work*

## **REQUIRED READINGS**

The required readings are drawn from a variety of sources and include one book (see below) and PDFs and online links. **Other than the book, the readings are all available online at our course page in Canvas.** Occasional assessments and assignments will be located on a Wordpress site accessible through a link on Canvas.

Please see below under “Logistics and Technology” for more information about Canvas and these online assignments. Students are also encouraged to purchase a binder in which

they keep print-out of these online sources and bring the binder to class for accessibility, organization, and exam review.

The following book is available for purchase at the bookstore. You may choose to purchase this book elsewhere but you need to *purchase the same edition* (check publisher and year) to participate in class discussions:

Karl Marx and Friedrich Engels, *The Communist Manifesto* (Signet, 2011).  
ISBN 9780451531841

### A NOTE ON METHODOLOGY

This class offers a perspective on the study of history that will likely differ from the history classes you have taken until now. The class is constructed from five modules, or units, that center on key time periods in European history along the theme “European Revolutions, 1789–1989.” The modules are primarily organized around **primary sources**, or documents produced by historical actors in their respective times periods. These **primary sources** include political texts and treatises, excerpts from memoirs, poetry, novels, music, fine arts, and film.

Rather than assign a textbook, each module also contains at least one **secondary source**, which provides historical narrative about the time period under consideration. The central class goal is to move beyond history-as-dates to understand how these **primary sources** best convey the themes and problems of intellectual, cultural, political, and everyday life of the historical moment and to begin to weigh the **secondary sources** of historians to determine their assessments of these materials.

The lecture will offer some historical narrative to supplement the secondary sources, but the focus will be on group and individual work to analyze the relationship between **primary sources** and this historical narrative. **To be considered prepared for class you need to come to class with the texts (either the book or your print-outs) and with your answers to the guiding questions provided online. While these answers will not always be collected, you should be prepared to discuss the sources on the days designated in the syllabus.**

By the end of the semester, you will learn to situate a **primary source** in its historical context (where it comes from), what questions to ask of the documents (analysis), how to construct an argument that draws on a variety of sources (thesis), and to make broad thematic connections using this material (critical thinking).

### LOGISTICS AND TECHNOLOGY

**It is your responsibility to seek assistance with Canvas if you have difficulties.** If you have questions about accessing or submitting material on Canvas, please contact 6Tech

at <https://6-tech.uncg.edu> or 336-256-TECH (8324) and you will be directed to a Canvas representative. **The professor cannot provide technological assistance. You will be held responsible for missed or late assignments due to technological problems.**

To access readings, locate the “Modules” section of the course site to find links to each week's online reading material. You may need to configure your browser to allow Canvas to display information from external websites.

## **PARTICIPATION AND “BLENDED” LEARNING**

Discussion with partners, in groups, and online is a critical part of assignments and assessments in this course.

Students should not expect to be passive participants in a “traditional” lecture course. Rather, students are required to come prepared having answered the guiding questions provided along with each assignment reading and to bring questions of their own for discussion. Discussion with partners and in groups will be integrated into class time on Mondays and Wednesdays.

The Friday time slot will generally be reserved for online learning, activities, and assessments. **Unless otherwise noted, Friday classes will not require physical presence but will require online assignments and assessments with strict timed deadlines. (Those known exceptions are marked by “Face to Face” in the calendar below.** The weekly online component of the class will be introduced before the Friday class and Dr. Levine will generally be available during the class time via email or chat to answer questions about the assignment. The online learning component uses technology to enhance the learning objectives of the course as states above, in particular, through the use of map exercises, peer review, and multi-media online exhibits, films, and group forums.

For each module you will be assigned a discussion partner (or group) next to whom you should sit and who will be your point-person for all exercises assigned both in and out of class for the duration of the unit.

Unless otherwise noted the online assignments will comprise part of the 20% participation grade. To be prepared students must read and prepare the guiding questions for the texts on the dates indicated and complete all online assignments. If it becomes apparent that the student is not prepared or has not completed online assignments, this will impact his/her participation grade negatively.

## CALENDAR

### UNIT 1: ENLIGHTENMENT AND REVOLUTION

#### Week 1: The Idea(s) of Europe

M, 8/22: Introduction to the course

**In class, short film: Ettore Scola, '43-'97 (1996/1997)**

W, 8/24: The Birth of Ideology

**Reading:**

“Nègre,” Entry to the Encyclopédie (1772)

Johann Friedrich Blumenbach, “The Degeneration of Races” (1776)

Immanuel Kant, “What is Enlightenment?” (1784)

**In class: Skills discussion 1—The Basics of Reading Historical Documents**

F, 8/26: Online—The Basics of Reading Historical Documents

**Reading:**

Vanessa Schwartz, “The French Revolution, politics, and the modern nation,” in *France: A Very Short Introduction*

**due: Online Assignment #1** online critical reading, to be completed online individually

**LG1; CLG1**

*Last day to change course(s) or course section(s) without special permission*

*Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.*

#### Week 2: From Ideas to Politics

M, 8/29: The French Revolution

**Reading:**

Jean-Jacques Rousseau, *The Social Contract* (1762)

Emmanuel Sieyès, “What is the Third Estate?” (1789)

“Declaration of the Rights of Man and the Citizen” (1789)

Olympe de Gouges, “Declaration of the Rights of Woman” (1791)

W, 8/31: From Revolutionary Terror to Dictatorship

**Reading:**

Maximilien Robespierre, “Justification of the Use of Terror” (1794)  
Documents of the Sans-Culottes (1793)  
Proceedings of the National Convention: “Make Terror the Order of the Day” (5 September 1793)

In class: The Law of Suspects (17 September 1793)

F, 9/2: Online—The Enlightenment and French Revolution Chronologies

**due: Online Assignment #2**, 1) Watch video “Terror! Robespierre and the French Revolution” at [https://www.youtube.com/watch?v=F\\_ouNRA1K-I](https://www.youtube.com/watch?v=F_ouNRA1K-I)  
2) Complete online timeline exercise online  
**LG1**

**Week 3: Reactions to the Revolution**

M, 9/5: LABOR DAY- UNCG HOLIDAY

W, 9/7: Conservatism and Romanticism

**Reading:**

Warren Breckman, “A Revolution in Culture”, from *European Romanticism: A Brief History with Documents*, 1–26  
William Wordsworth, Preface to “Lyrical Ballads” (1800) and Lines Composed a Few Miles above Tintern Abby, (1798)  
A Chronology of European Romanticism

**Image:** Caspar David Friedrich, “Wanderer above the Sea of God,” ca. 1818

**In class: Skills discussion # 2—Reading maps as historical documents**

**Sign up:** individual meeting with Dr. Levine, Friday September 9: 11:00-1pm.

F, 9/9: **Face to Face:** Maps as historical documents, due by 5pm

**due: Online Assignment #3, a)** complete map exercise and assessment online; **b) Library Assessment;** watch library informational videos and complete mini quiz: <https://library.uncg.edu/tutorials/index.aspx?m=8&p=1>

Begin, book: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848)  
**LG1**

**Individual Meetings** with Dr. Levine: 11:00-1pm.

## **UNIT 2: THE INDUSTRIAL REVOLUTION**

### **Week 4: Industry, Imagined and Experienced**

M, 9/12: Industrial “Revolution”

#### **Reading:**

Testimonies on Labor Conditions in Britain during the Industrial Revolution  
Assorted documents on the Crystal Palace Exhibition (1851)  
Emma Griffin, “The ‘Mechanical’ Age: Technology, Innovation, and Industrialization,” 86–104

**Book:** Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part I

W, 9/14: Utopian Responses: Marxism, Socialism, Communism

#### **Reading:**

The Peterloo Massacre, 1819  
Isaiah Berlin, “Introduction,” in *Karl Marx*, 1–21

**Book:** Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part II

**In class:** **Skills Discussion 3—The Basics of Writing Papers**

F, 9/16: Online- “Thinking historically: Lives, Ideas, and Events”

#### **due: Online Assignment #4:**

- a) Create avatar of 19<sup>th</sup> century character on chronological timeline and proposal
- b) Peer review of your partner’s proposal

**HLG1**

### **Week 5: Ideologies for a New World**

M, 9/19: Marx and 1848

#### **Reading:**

**Book:** Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part III

Isaiah Berlin, “1848,” in *Karl Marx*, 149–167

c) Post revised proposal based on peer review

W, 9/21: Writing and Timeline Workshop

d) Add Marx’s biographical elements to online chronological timeline

**Due, in class:** draft of paper due

**In class:** peer review and combine timelines

F, 9/23: **Due online: First Paper: Thinking like a Historian, online by noon.**

**First Paper due online by noon.**

**HLG2; CLG1**

### **UNIT 3: NATIONALISM AND WAR**

#### **Week 6: States, Nations, and Empires**

M, 9/26: Building States in Italy and Germany

**Reading:**

Warren Breckman, “Romantic Nationalism,” in Breckman, ed. *European Romanticism: A Brief History with Documents* 31–37

Ernest Renan “What is a Nation?” (1882)

Giuseppe Mazzini, *Duties to Country* (1860), in Breckman, ed. *European Romanticism: A Brief History with Documents*

Heinrich von Treitschke, from *Politics* (1879)

W, 9/28: Civilizing Missions and Uncivilized Europeans

**Reading:**

Jules Ferry, Speech Before the French National Assembly (1883)

The Kaiser on Southwest Africa: Reichstag Speech by Wilhelm II (November 11, 1905)

F, 9/30: Online – From Colonialism to Refugee Crisis—Multimedia and Discussion

**Due Online Assignment #5:**

1) post answer to film prompt and add two more posts to discussion forum;



2) and locate a map of “Colonial Europe” and upload with justification) both Canvas).

## **CLG2**

***Preregister with Dr. Levine for Third Annual Alumni Networking Evening to be held on Friday, October 21<sup>st</sup>, 5–7pm.***

### **Week 7: The March to 1914**

M, 10/3: NO CLASS—Begin reading Christopher Clark’s *Sleepwalkers*.

#### **W, 10/5: Origins of World War I—Part I**

##### **Reading:**

Christopher Clark’s *Sleepwalkers*, Introduction and pp 121–167; 204–214  
The Fleet and Anglo-German Relations: Admiral Tirpitz to Admiral von Stosch (February 13, 1896)  
Alfred von Kiderlen-Wächter on his Foreign Policy Goals – “The Moroccan Crisis” (1911)

##### **In class: Skills Discussion 4—Analyzing Secondary Sources**

#### **F, 10/7: Face to Face: Origins of World War I—Part II**

##### **Reading:**

Fritz Fischer, excerpt from *Germany and the Outbreak of War*, pp 1–22  
The “War Council” (December 1912)  
The “Blank Check” (July 5, 1914)  
Germany and the Ultimatum: Heinrich von Tschirschky and Böngendorff (Vienna) to Gottlieb von Jagow (July 10, 1914))

##### **In class: Skills Discussion 5—Writing a Thesis Statement**

### **Week 8: The Sorrows of the Great War**

M, 10/10: The War in the Trenches

##### **Reading:**

The Schlieffen Plan (1905)  
Erich von Falkenhayn’s “Christmas Memorandum” (December 1915)\*  
Unrestricted Submarine Warfare (December 22, 1916)

##### **Online Assignment #6:**

- a) Complete Primary and Secondary Source “Mapping” with justification
- b) Write thesis statement

**In class:** Peer review thesis statement, outline

W, 10/12: NO CLASS

**Due, online:** Draft and Peer Review

F, 10/14: **Online submission of second paper with Turnitin by noon**

**Due: Second Paper Assignment, online by noon.**  
**HLG2**

*Last day to withdraw from a course without incurring a WF grade (withdraw failing)*

**UNCG FALL BREAK BEGINS**

#### **UNIT 4: INTERWAR IDEOLOGIES**

##### **Week 9: Democratic Experiments**

M, 10/17: **UNCG BREAK—NO CLASS**

W, 10/19: The Russian Revolution

**Reading:**

Lenin, “A New Phase,” (1917)\*

Isaac Babel, “Gedali” from *Red Cavalry* (1926)\*

**In class:** Dostoevsky from *Memoirs of the House of the Dead* (1862)

F, 10/21: **Face to Face**—The Weimar Republic

**Reading:**

Paul von Hindenburg, “The Stab in the Back” (1919)

Thomas Mann, “The German Republic” (1922)

**In class:** Treaty of Versailles: The Reparations Clauses (1919)  
The Constitution of the German Republic (1919)

***Friday, October 21<sup>st</sup>, Third Annual History Department Alumni Networking Event,  
5:00–7:00pm.***

**Week 10: Utopian Visions of Society**

M, 10/24: The Rise of Fascism

**Reading:**

Benito Mussolini, “The Doctrine of Fascism” (1932)

F. T. Marinetti, “The Futurist Manifesto” (1909)

***Monday, October 24<sup>th</sup>, Voting Rights Teach In, Alumni House, 4pm***

W, 10/26: Stalinism

**Reading:**

Nikolai Bukharin, “Letter to Stalin” (1937)

George Orwell, “Looking back on the Spanish Civil War” (1942)

F, 10/28: Online-- Interwar Ideologies “Choose your own adventure” using respective interwar chronologies assigned.

**Due Online Assignment #7:**

Post comic strip as group online

**LG3; HLG1; CLG2**

**UNIT 5: DARK TIMES**

**Week 11: Hitler and World War II**

M, 10/31: The Nazi Revolution

**Reading:**

Hitler, from *Mein Kampf* (1923)

Claudia Koonz, excerpt from *The Nazi Conscience*, 1–45

**In class, clip:** Leni Riefenstahl, *Triumph of the Will* (1935)

W, 11/2: Ethnic Fundamentalism at Home and Abroad

**Reading:**

Hitler on Foreign Policy, 1932

Nuremberg Laws, 1935

**Map:** Europe in 1938

F, 11/4: Online-- The Road to Genocide

**Due: Online Assignment #8: Map exercise and assessment, Europe 1939**

**LG1; HLG1**

**Week 12: The War Against the Jews**

M, 11/7: The Holocaust in the East and the West

**Reading:**

Father Desbois, Podcast

Einsatzgruppen Reports

Wannsee Protocol, 1942

**In class:** The Holocaust by Bullets

W, 11/9: “The Gray Zone”: Surviving the Memories

**Reading:**

Primo Levi, “The Drowned and the Saved”

F, 11/11: Online—Perpetrators, Victims, and Bystanders

**View online exhibit:**

United States Holocaust Memorial Museum: “Some Were Neighbors” at <http://somewereneighbors.ushmm.org/>

**Due Online Assignment #9:** Submit online worksheet and profiles

**LG4; CLG3**

**Week 13: Zero Hour in Europe**

M, 11/14: From Hot to Cold War

**Reading:**

Winston Churchill, “The Iron Curtain Speech”  
Amos Elon, *Journey through a Haunted Land: The New Germany*, 84–92, and  
93–108.

**Map:** Division of Germany and Berlin in 1945  
[http://ghdi.ghi-dc.org/map.cfm?map\\_id=329](http://ghdi.ghi-dc.org/map.cfm?map_id=329)

W, 11/16: Two Modern Revolutions: 1968 & 1989

**Reading:**

Ulrike Meinhof, “From Protest to Resistance,” (1968)  
Vaclav Havel, “The Power of the Powerless,” (1979)

**In class: Skills Discussion #6—Film as a Historical Source**

F, 11/18: **Face to Face:** Postwar Germany and Film, I

**Reading:**

Gerd Gemunden, “How to View a Film,”\*  
Fassbinder mini bio\*  
The Onset of Turkish Labor Migration (1961)  
A Plea by Second-Generation Immigrants for Mutual Acceptance (May 13, 1982)

**Week 14: Europe, New and Old**

M, 11/21: Postwar Germany and Film, II

**View:** Rainer Werner Fassbinder, “Ali: Fear Eats the Soul” (1974)

**Post:** Online discussion forum

**In class:** Progress Report #1

W, 11/19: NO CLASS – UNCG HOLIDAY

**Thursday, November 24<sup>th</sup> Happy Thanksgiving**

F, 11/25: NO CLASS—UNCG HOLIDAY

**Week 15: Conclusions**

M, 11/28: Workshop: Oral Presentations

**In class:** Progress Report #2

W, 11/30: Workshop: Oral Presentations

**Location TBA: Best Practices for Oral Presentations**

F, 12/2: ORAL PRESENTATIONS

**Online Assignment #10:** groups submit draft of Prezi presentations  
**HLG2; CLG4**

**Due:** Individual write-up of film analysis, methodology, and contribution

M, 12/5: EXAM REVIEW

**Final Exam: Monday, December 12, noon–3pm.**

**ASSIGNMENTS**

**Essay questions are provisional. Actual assignments will be posted online the week before they are due.**

**Online Assignments:** These exercises and assessments will generally take place on Friday and will vary from map and term identifications to short answer questions to multimedia group projects. I reserve the right to add additional in class “pop” quizzes should students continuously show up to class unprepared. **There are no make-up online assignments. If you miss the quiz you receive a “0” for that quiz.**

Most of the Online Assignments will count towards the participation grade. The following assignments will be graded: **Online Assignments #3, #7, #8 and #9.**

**First Paper Assignment, Thinking like an Historian: (due: September 23rd):** Create a fictional historical character – such as a conservative politician, a liberal reformer, a worker, or a factory owner – from the early 19<sup>th</sup> century. In the voice of your character, write a 4 to 5 page double-spaced response to the claims made by Marx and Engels in *The Communist Manifesto*. Do you agree or disagree with their arguments? What might you find provocative or dangerous about their assertions? Remember to be true to the ideas and “mentalities” of the time period; be careful not to impose your 21<sup>st</sup> century sensibilities on your character. It is essential to demonstrate both an appreciation of your character’s interests and goals, as well as an understanding of the arguments and claims of Marx and Engels. ***Successful papers will address at least three (3) points made in the Manifesto.*** Your paper will be graded on creativity, argumentation, and ability to “think” in the historical period.

**Second Paper Assignment, Writing a Thesis Statement: (due: October 14th):** Write a 4-5 page double-spaced paper that addresses the debate about the origins of World War I. How do Clark and Fischer present two different accounts of the origins of war. How do they differ in their sources and methodology? Do they consider both short- and long-term) causes? For this paper you will be required to come up with your own thesis

statement that makes a claim about the validity of one of these positions. Your paper will be graded first and foremost for its ability to present a cogent and coherent argument using evidence from the primary and secondary sources.

**Oral Presentation (*in class: December 2nd*):** During our final class, students will present as groups on their film for 7–10 minute presentations (with 3–5 additional minutes for questions), worth 10% of the overall course grade and given as a group. The oral presentation should present a group answer to the historian’s questions about the film as stated in the third paper assignment. All students must speak at some point during the presentation. Students are encouraged to consult the University Speaking Center for assistance in this endeavor. Power Point presentations are encouraged but not required.

**Final Exam (*Monday, December 12th*):** There will be a final exam for this class with definitions of key terms and events mentioned in lectures, identification of passages from texts, images (film and painting) discussed and viewed in class, and one short essay on themes traced throughout. Each of these sections will be weighed equally.

## **RULES AND PROCEDURES**

### **Late Work**

**No late work is accepted.** All students are required to complete all assignments for the course on the due date specified.

**Online Work and Guiding questions.** All students are required to complete all reading assignments. The assignments are designed to guide you through the reading and should make it more accessible and easier to understand! You are encouraged to work on these assignments in groups or with your partners as long as you post your own work. You may miss 3 of these reading assignments without penalty. However, please use your 3 unpenalized assignments wisely, reserving them for emergencies or serious sickness. More than 3 absences will lower your final grade. After you miss 3 reading assignments, you begin to lose a point for every missed reading assignment from your class participation grade (see below).

### **Attendance**

**Attendance at class is mandatory.** A student who is not present at the beginning of class will be marked “absent.” You may miss 3 classes without penalty. However, please use your 3 unpenalized absences wisely, reserving them emergencies or serious sickness. More than 3 absences will lower your final grade. **Missing a total of 9 or more classes (one-third of the face to face lecture/discussion classes) will result in an automatic “F” for the course.** No exceptions. Students are responsible for completing on time all work assigned (or due) on days in which they are absent.

### **Punctuality**

It is imperative that you come to class on time. The lecture starts at the beginning of the hour and ends ten minutes before the hour on the dot. If you arrive late, you miss vital

information about assignments given at the beginning of class. Similarly, it is also appreciated if you do not pack up your things until after the lecture is complete. **In an effort to encourage punctuality, three late arrivals will constitute one absence, and therefore, the removal of one participation point, as described above.**

### **Cell phones & Laptops**

**There are no laptops permitted in this classroom.** Students are encouraged to take notes on paper and transfer your notes to laptops during your exam preparation.

Your cell phone must be turned off before class begins and remain out of view. **If your phone is viewable or goes off in the classroom, you will receive a failing grade for participation/attendance on that day and you will be asked to leave.**

**Students who abuse technology in the classroom risk earning a failing grade for participation/attendance and being removed from the course.**

### **Name Cards**

You will receive a name card on the first day of class. It is your responsibility to keep the name card and bring it to class. You must keep the name card in front of you at all times and should expect to be called on for discussion.

### **Academic Integrity and Plagiarism**

All students are expected to abide by the UNCG Honor Code. Please visit the following link: Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>. Depending on the severity of the offense, students risk receiving a zero for the assignment, an F for the final grade of F for the course and/or having an academic violation placed on their record.

### **Adverse Weather Conditions**

If you think that the university might be closed due to weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the university's website ([www.uncg.edu](http://www.uncg.edu)). If the university is open, I will hold class. **Please note: If the university is closed, we will revert to the online class scheduled for the week.**

## **OFFICE HOURS**

**One individual meeting is required during the regularly scheduled class time of Friday, September 9<sup>th</sup> between 11-noon.** Dr. Levine is generally available by email and chat during the Friday time class when online assessments and assignments are assigned. Otherwise, face to face office hours will be held on Mondays noon to 1pm, and by appointment. This is an open time when students are welcome to come visit the instructor with questions about the readings and class discussion. If you cannot make the regularly scheduled office hours, please feel free to make another appointment.



## GRADING

Attendance and participation is an essential part of this class. Class time will be divided between the instructor's lectures, which will provide crucial historical context and thematic overview, discussions of the texts (reading, viewing, listening) assigned for that week, and workshops of specific historical skills, including thesis writing and paper preparation.

**Students will receive guiding questions for the readings and are expected to come to class prepared to answer and discuss the guiding questions.** The class goals are to engage one another in friendly debate, to express opinions, and to learn from one another.

**Participation will be noted on a daily basis in accordance with these expectations.**

**Grading will be weighed according to the following formula and scales:**

Attendance (including punctuality)	5%
Class participation (including online activities)	10%
Graded online assignments: (average)	15%
First Paper:	15%
Second Paper:	20%
Oral presentation	15%
Final Exam:	20%

59.5	D-
62.5	D
66.5	D+
69.5	C-
72.5	C
76.5	C+
79.5	B-
82.5	B
86.5	B+
89.5	A-
92.5	A

**Have a great winter break!**