

HIS 223: European Revolutions, 1789-1989

Fall 2017

MW 3:30 - 4:45 p.m.

Instructor: Joseph A. Ross

Office: MHRA 2108 (Office hours by appointment only)

Email: jaross@uncg.edu (This is the best way to contact me. I check email at least once every day Monday through Friday. I rarely check email on the weekends. Please be patient as it may be **48 hours** before I can respond.)

History Department Website: <https://his.uncg.edu/>

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

I. Course Description - - What is this course about?

This course looks at the political history of Europe from a global perspective beginning with the French Revolution in 1789 and continuing to the Fall of the Berlin Wall in 1989. We will focus primarily on Great Britain, France, Germany, and Russia and how these countries have interacted with each other and the rest of the world. European nations frequently appear in current events, yet we often fail to understand why Europe matters. Thus, our primary question in this course will be, “**How has Europe’s role in the world evolved since 1789?**”

In order to answer the above question, we will investigate various European revolutions since 1789; the roles of nationalism and communism in shaping European government, culture, and identity; and finally the emergence of human rights throughout the region. Upon successful completion of the course, students will be able to point to significant historical events that have shaped Europe into what it is today.

In addition to learning historical content about Europe, students will practice historical thinking skills in order to make sense of the past. These skills help students better understand historical documents by looking at who created the source and when (sourcing), what else was happening around the time the source came into existence (contextualizing), what is the most significant information contained in the source (close reading), and how to reconcile contradictions between sources that cover the same topic (corroborating).

II. Learning Goals (LGs) - - Why am I in this course?

Students who spend at least **two** hours a day outside of class completing all reading and writing assignments, who actively engage in the material, and are *thinking* about and *reflecting* on the material will be able to fulfill the following **General Education Learning Goals**:

1. Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. (**LG1. Foundational Skills**)
2. Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts. (**LG3. Knowledge of Human Histories, Cultures, and the Self**)
3. Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social and human conditions. (**LG4. Knowledge of Social and Human Behavior**)
4. 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. (**LG5. Personal, Civic, and Professional Development**)

In addition, students will meet the following **history department learning goals**:

5. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. (**Historical Comprehension**)
6. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. (**Historical Analysis**)

And these **course-specific learning outcomes**:

7. Trace the development of key figures, movements, ideas, events, and legal rights in European history since 1789.
8. Develop leadership skills in a collaborative environment.

III. Required Materials - - What do I need to buy?

1. David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity* 3rd ed. Lanham, Maryland: Rowman & Littlefield, 2015 (ISBN: 9781442236967).
2. Helen Zenna Smith, *Not So Quiet...: Stepdaughters of War*. New York, The Feminist Press at CUNY, 1993 (ISBN: 9780935312829). **[eBook available through UNCG library]**
3. Students will need to buy a packet of primary sources at Copy King in Greensboro (611 W. Gate City Blvd., near Tate Street). I suggest getting a 3-ring binder and placing the readings in there, since we will discuss these readings in class throughout the semester.

*****Other readings will be posted on Canvas. Not having the readings will not excuse students from completing assignments on time.*****

IV. Teaching Strategies - - How is this course different from others?

Teams

In order to improve student learning and build community in our class, students will complete many assignments and discussions in teams. In general, every member of the team earns the same grade. However, I also rely on student feedback to adjust individual scores to reflect each student's level of participation. Please get to know each other as best you can, as it will make our course more enjoyable for everyone.

Technology

In an effort to eliminate distractions in the classroom, technology is **not permitted**. Please put away all cell phones, tablets, laptops, and other electronic devices at the beginning of class. These items can be very distracting to other students, the instructor, and even yourself. Students who do not abide by this policy may be dismissed from class and counted absent.

V. Rules & Policies - - How do I respect myself and my classmates in this course?

Be respectful and professional while in this class. Show respect toward yourself, your classmates, and the instructor by coming to class prepared. Demonstrate your professionalism by turning in assignments on time, following all rules and procedures, and taking your education seriously.

Attendance

Students should attend every class unless illness or unforeseen circumstances prevent them from doing so. **Please do not come to class if you are sick.** Students should also log in to Canvas regularly to check the Announcements & the Discussion Board.

Students may miss 2 classes for any reason (I do not keep track of "excused" vs. "unexcused" absences. You are either present for class, or you are not). After 2 absences, each additional absence will result in a drop of 1/3 of a letter grade from your overall course average.

Also, students must attend the entire class in order to be counted present. Habitually arriving late or leaving early—without adequate justification—will affect your attendance grade. If you arrive to class after I have taken roll, then you are tardy. Two tardies will count as one absence. ***If unfortunate circumstances, such as illness or death in the family, prevent you from attending class or arriving on time, then please email me.***

Make-up Work

There is no make-up work or extra credit in this course. All assignments and due dates are listed on the syllabus. Students must plan ahead in order to manage the workload and complete all assignments. Anyone asking for special treatment will be referred to this policy.

Late Work

No late work will be accepted. All deadlines are on the syllabus. Failure to turn in work on time will result in a zero. Please do not wait until the last minute to submit assignments that are due online, as technical problems can arise at any time. Students who have special circumstances preventing them from turning in an assignment on time should, whenever possible, contact me **before** the due date.

Academic Integrity

All students are expected to abide by the university's Academic Integrity Policy. Please visit the following link: Academic Integrity Policy: <http://sa.uncg.edu/dean/academic-integrity/> **Students who violate this policy not only disrespect themselves, their classmates, and this university, but they also risk receiving a grade of F on an assignment, an F for the course, or being expelled.**

E-mail

I will reply to student e-mails within **48 hours**, Monday through Friday. In order to ensure a reply, students must only use university e-mail accounts, and they should utilize email in a professional manner. To that end, make sure your message includes:

- the course number in the subject line with a clear description (HIS 223 -- Family Emergency)
- a formal greeting ("Dear Mr. Ross,") and a formal closing ("Sincerely,")
- your first and last name

Accommodations

UNCG seeks to comply fully with the American with Disabilities Act (ADA). Students requesting accommodation based on a disability must be registered with the Office of Accessibility Resources & Services in 215 Elliott University Center, 334-5440, <http://ods.dept.uncg.edu/>. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

VI. Grading Policies - - How will my performance be assessed?

Students earn grades based on the work they submit. UNCG defines the grading system for undergraduates as follows:

A = Excellent	Achievement of distinction in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.
B = Good	General achievement superior to the acceptable standard defined as a letter grade of C. It involves excellence in some aspects of the work, as indicated in the definition of A.
C = Average	The acceptable standard for graduation. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention
D = Lowest passing grade	work falling below the acceptable standards defined as a letter grade of C but which is of sufficient quality and quantity to be counted in the hours of graduation, if balanced by superior work in other courses.
F = Failure	indicates failure that may not be made up except by repeating the course

Grading Scale

A+ 100-97	B+ 89-87	C+ 79-77	D+ 69-67	F = 59 and below
A 96-93	B 86-83	C 76-73	D 66-63	
A- 92-90	B- 82-80	C- 72-70	D- 62-60	

Types of Assignments & Grade Breakdown for the Course

Assignment	Percentage	Learning Goals
Quizzes	20%	5,7

There are three types of quizzes in this class: **1)** the pre-test/post-test, **2)** the syllabus quiz, and **3)** the reading quizzes.

1) The Pre-test/Post-test is a tool I use to measure how much students know about course content at the beginning of the semester and how much they have learned by the end. Students take this multiple-choice quiz online during the first week of class. It does **not** count against you, and there is **no penalty** for earning a low grade. During the last week of class, students complete the same quiz, and I compare the pre-test and post-test scores. Students who complete both the pre-test and the post-test, and who take these assignments seriously, will be able to drop one of their lowest reading quiz grades.

2) The syllabus quiz ensures students are familiar with all course policies, requirements, and expectations. Students may take it as many times as they need to in order to earn a perfect score. This quiz does not count toward students' overall Quiz average. However, students who earn a 100 on this quiz will be able to drop one of their lowest reading quiz grades.

3) The reading quizzes cover material from the textbook. Each quiz is made up of multiple-choice questions. There is no time limit on these quizzes. Students may look at these questions before reading the chapter so that they will know what to focus on. However, students may only take each quiz **once**. Be certain to read the questions carefully before submitting your responses. Also, be sure to click the "Submit" button once you have completed each quiz.

Annotation / Discussion / Participation	25%	1,2,3,4,5,6,7
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Students should participate in all discussions (either in class or online) by carefully reading and annotating the texts (annotation examples and instructions are available online). I base this grade on two factors:

1) My evaluation of your contributions to discussion (including your annotations). I look at how often you contribute to the conversation, but I also evaluate the quality of what you have to say. If you say a lot but add little substance to the dialogue, then your grade will be lower. Make your comments meaningful and thought-provoking.

2) Your teammates' assessment of your level of participation. At the end of the course, students will evaluate each other using a peer evaluation form. Students who work well with others and actively communicate with one another should receive high marks, while those who do little or don't communicate with their teammates can expect lower scores.

Below is the rubric I use to evaluate each student's participation grade:

5	Contributes readily to the conversation without dominating it, makes thoughtful comments and/or asks provocative questions that are relevant and advance the discussion, shows interest in and respect for others students' views by responding to them, incorporates information from course readings and outside sources, makes comments that are a joy to hear and respond to
4	Frequently makes useful and relevant comments (though they could be more original or sophisticated), shows interest in and respect for other students' views by responding to them (though may occasionally dominate the conversation), attempts to incorporate information from course readings and may even reference outside sources
3	Participates minimally, follows instructions but does little more, may dominate the conversation,

	may not show interest in or respect for other students' views, may make token references to course readings that give the appearance of critical thinking/analysis
2	May not participate consistently, may not follow instructions, comments may be off topic, distracting, and/or nonsensical, may not interact directly with the instructor or other students
1	Does not participate in any meaningful way, fails to follow instructions or does not submit work on time, may violate the university's academic integrity policy

Thinking Like a Historian

25%

1,2,3,4,5,6,7

In order to succeed in this course, students must be fluent in the skills that historians use to analyze the past. These skills include:

1. Sourcing
2. Contextualizing
3. Close reading
4. Corroborating.

We will practice these skills in class, and students will work in their teams to analyze a series of sources using these historical thinking skills. In general, every member of the team earns the same grade. However, I also rely on student feedback to adjust individual scores to reflect each student's level of participation.

There are two TLAH assignments. TLAH 1 is worth 8% and TLAH 2 is worth 17%.

Past Meets Present Portfolio

30%

1,2,3,4,5,6,7,8

Instead of completing a traditional midterm and final exam, students in this course will complete a portfolio that is designed to assess everything we have learned in this course, both in terms of content and historical thinking skills. Each team will select European current events and explain why they are historically significant. In order to do this, team members will need to utilize at least 3 primary sources we discussed in class in order to provide historical context for the current events. These primary sources may help to back up the information in the current event, or they may contradict it. Either way, each team will provide a thoughtful and clear analysis that accurately explains why the event matters in light of what we have learned about Europe's history.

The portfolio will ...

1. Contain two current events on Europe with complete and accurate citations (sourcing)
2. Incorporate at least 3 primary sources for each current event (i.e. at least 6 sources in total) that help us make sense of these events (contextualizing)
3. Analyze the current events and the primary sources (close reading)
4. Explain any discrepancies between the current events and the primary sources (corroborating)

We will work on the portfolio in stages. The first stage is due at the midway point of the semester, while the second part is due at the end of the course.

With the exception of choosing the current events, the elements of your team's portfolio should come from assignments and readings that you have already completed in the course. There is no need to conduct additional, outside research (though students may consult the instructor if they wish to do so).

In general, every member of the team earns the same grade. However, I also rely on student feedback to adjust individual scores to reflect each student's level of participation.

VIII. Course Calendar* -- What are the assignments, and when are they due?

The course calendar lists every reading, assignment, and due date for the entire course. There is **a lot of reading in this course**. Please do not feel like you have to understand every person, place, event, or idea. Instead, what did you take away from the readings? What struck you as interesting, odd, or confusing? Focus on what stands out to you, and then please share your unique perspective with the rest of the class when we discuss these readings. **Your point of view matters!**

***** I reserve the right to modify the course calendar in order to improve student learning. I will announce any changes in advance.*****

MODULE 0: INTRODUCTIONS

WEEK 1

Wednesday, August 16:

Historical Thinking Skills & Europe's Past

Readings:

- Syllabus

Video:

- The Rise of the West and Historical Methodology: Crash Course World History #212
(<https://youtu.be/nosJVTuCHFk>)

Assignments:

- In-class activity: Excerpts from Robert Darnton
- In-class discussion: The Study of History

WEEK 2

Monday, August 21:

(Last day to change courses without special permission)

Team-Building & Europe's Present

We will use Canvas to form teams:

1. Go to People → click on Teams → Choose one of the teams listed on the page
2. Choose a team leader (someone I can go to throughout the semester with questions or concerns)
3. Exchange contact information (email, phone numbers, etc.) **NOTE:** Some students have used the GroupMe app on their smartphones to facilitate team communication. All team members need to agree on a method for staying in touch with one another outside of class.

Assignments:

- Does Europe Matter?
 - **As a team**, locate a current event news article on Europe (A simple Google search is fine, but you may also go to our course website and click on the section called “News Sites on Europe” to access the most credible news websites)
 - Log in to Canvas, go to Discussions, and click on “Does Europe Matter?”
 - Create a new discussion board post, include the link to your news article, and state:
 1. Why did you choose this article?
 2. What do you like about this topic?
 3. What did you **not** understand about it?
 - After creating your own post, you will be able to see other teams' posts. Read what others shared and click the thumbs-up (“Like”) button at the bottom of those posts that you enjoyed reading the most.

Begin reading Mason, Introduction (pp. 1-5) & Chapter 1 (pp. 13-21)

MODULE 1: REPRESENTATION

Wednesday, August 23:

The Old Regime & the Enlightenment

Readings:

- Jean Domat, *On Social Order and Absolute Monarchy* (1697)

- Immanuel Kant, "What is Enlightenment?" (1784)
- Jean Jacques Rousseau, *The Social Contract* (1762)

Assignments:

- Quiz – Pre-test Multiple Choice
- Quiz – Syllabus

Begin reading Mason, Chapter 2 (pp. 23-29)

WEEK 3

Monday, August 28:

The French Revolution

Readings:

- Marie Antoinette, Letter to her Mother (June 14, 1773)
- Thomas Jefferson, Letter to Colonel Edward Carrington (January 16, 1787)
- Abbé Sieyès, "What is the Third Estate?" (1789)
- Declaration of the Rights of Man Citizen (1789)

Videos:

- The French Revolution: Crash Course World History #29 (<https://youtu.be/ITTvKwCylFY>)

Assignments:

- Quiz – Mason – Introduction & Chapter 1

Wednesday, August 30:

Terror & Napoleon

Readings:

- Maximillien Robespierre, Justification of the Use of Terror (1794)
- Napoleon, Leader, General, Tyrant, Reformer (1796-1809)
- Napoleon, Account of the Internal Situation of France (1804)
- The Return of Napoleon from Elba (1815)

Assignments:

- Quiz – Mason – Chapter 2

WEEK 4

Monday, September 4: LABOR DAY -- NO CLASS

Wednesday, September 6:

Counter-Revolutionary Backlash

Readings:

- Edmund Burke, *Reflections on the Revolution in France* (1790)
- Klemens von Metternich, "The Odious Ideas of the Philosophes" (1820)
- Joseph de Maistre, *Essay on the Generative Principle of Political Constitutions* (1808-9)

Begin reading Mason, Chapter 4 (pp. 47-56)

WEEK 5

Monday, September 11:

Changing Monarchies (1830-1848)

Readings:

- Francois Guizot, "Condition of the July Monarchy, 1830-1848"
- Alphonse de Lamartine, "History of the Revolution of 1848 in France"

Videos:

- Khan Academy, *Les Misérables* and France's Many Revolutions (<https://youtu.be/l4iwhvDhvKE>)
- Victor Hugo, *Les Misérables* (2012 musical)
 - Look Down, <https://youtu.be/cyqURSNx-KY>
 - Javert's Death, <https://youtu.be/hRzvdQh8D2Q>

Assignments:

- Quiz – Mason – Chapter 4
- Prepare for Thinking Like a Historian #1

Wednesday, September 13:
COLLABORATION**Readings:**

- Located on Canvas

Begin reading Mason, Chapter 3 (pp. 23-29)

Assignments:

- Thinking Like a Historian #1

MODULE 2: EXPLOITATION**WEEK 6****Monday, September 18:****Industrialization****Readings:**

- Evidence Given Before the Sadler Committee (1832)
- Professor Faraday, Observations on the Filth of the Thames (July 7, 1855)
- Florence Nightingale, Rural Hygiene (1894)

Videos:

- Coal, Steam, and the Industrial Revolution: Crash Course World History #32 (<https://youtu.be/zhL5DCizj5c>)

Assignments:

- Quiz – Mason – Chapter 3

Begin reading Mason, Chapter 5 (pp. 59-68)

Wednesday, September 20:**Karl Marx****Readings:**

- Karl Marx and Friedrich Engels, Excerpts from *The Communist Manifesto* (1848)

Assignments:

- Quiz – Mason – Chapter 5

Begin reading Mason, Chapter 6 (pp. 71-79)

WEEK 7

Monday, September 25: Social Darwinism

Readings:

- Charles Darwin, Excerpts from *The Origin of Species by Means of Natural Selection* (1859)
- Herbert Spencer, *Progress: Its Law and Cause* (1857)

Begin reading Mason, Chapter 7 (pp. 83-92)

Begin reading Mason, Chapter 8 (pp. 93-100)

Assignments:

- Quiz – Mason – Chapter 6

Wednesday, September 27: Imperialism in Africa

Readings:

- Cecil Rhodes, *Confessions of Faith* (1877)
- Rudyard Kipling, *The White Man's Burden* (1899)
- Joseph Conrad, Excerpts from *Heart of Darkness* (1902)
- Roger Casement, *The Casement Report* (1904)

WEEK 8

Monday, October 2: Imperialism in Asia

Readings:

- Excerpts, *Treaty of Nanjing* (1842)
- *Meiji Constitution* (1889)
- Jules Ferry, *On French Colonial Expansion* (1884)
- Pierre Loti, *When the Allies Entered Peking* (1900)

Assignments:

- In class: Mid-Semester Evaluation
- Quiz – Mason – Chapter 7
- Quiz – Mason – Chapter 8

Wednesday, October 4: COLLABORATION

Assignment:

- PAST MEETS PRESENT PORTFOLIO (Part I)

As a team, locate a current event news article on Europe

1. Create a full and complete citation based on Chicago/Turabian style
2. Summarize the article's content
3. Explain how the article connects to the topics/readings we have examined thus far
4. Write discussion questions that you would ask the rest of the class about this article and how it relates to Europe's history. Each team member should write one question.

WEEK 9

Monday, October 9: FALL BREAK -- NO CLASS (Last day to withdraw from a course without incurring a WF grade)

Begin reading Helena Zenna Smith, *Not So Quiet...: Stepdaughters of War*

Wednesday, October 11:

MID-SEMESTER REVIEW and Humanitarianism & International Law

In-class Readings:

- Excerpts, Geneva Convention (1864)
- Excerpts, Hague Conventions (1899 and 1907)

Continue reading Helena Zenna Smith, *Not So Quiet...: Stepdaughters of War*

Assignment:

- Post online discussion questions related to *Not So Quiet...* by the end of the day

MODULE 3: TOTAL WAR

WEEK 10

Monday, October 16:

The Great War

Readings:

- Helena Zenna Smith, *Not So Quiet...: Stepdaughters of War*

Begin reading Mason, Chapter 9 (pp. 103-113)

Video:

- Archdukes, Cynicism, and World War I: Crash Course World History #36 (https://youtu.be/_XPZQ0LAIR4)

Wednesday, October 18:

Negotiating Peace

Readings:

- Woodrow Wilson, The Fourteen Points and other Speeches (1917-1919)
- Excerpts from the Treaty of Versailles (June 28, 1919)
- Excerpts from the Weimar Constitution (1919)
- Excerpts from the Covenant of the League of Nations (1919)

Assignments:

- Quiz – Mason – Chapter 9

Begin reading Mason, Chapter 10 (pp. 115-129)

WEEK 11

Monday, October 23:

Russian Revolution

Readings:

- V.I. Lenin, Call to Power (October 1917)
- Joseph Stalin, Explaining the Purges (1935)

Video:

- Animal Farm: Context and Background (<https://youtu.be/zDrhX2DrKjk>)

Assignments:

- Quiz – Mason – Chapter 10

Begin reading Mason, Chapter 11 (pp. 131-142)

Wednesday, October 25:
Interwar Germany

Readings:

- Adolf Hitler, Excerpts from *Mein Kampf* (1924)
- Laws of the Third Reich (1933-1936)

Assignments:

- Quiz – Mason – Chapter 9

WEEK 12

Monday, October 30:
World War II & the Holocaust

Readings:

- Wannsee Conference (1942)
- Primo Levi, Excerpts from *Survival in Auschwitz* (1947)

Videos:

- World War II: Crash Course World History #38 (<https://youtu.be/Q78COTwT7nE>)

Assignments:

- Quiz – Mason – Chapter 11
- Prepare for Thinking Like a Historian #2

Wednesday, November 1:
COLLABORATION

Readings:

- Located on Canvas

Assignments:

- Thinking Like a Historian #2

MODULE 4: HUMAN RIGHTS

WEEK 13

Monday, November 6:
Nuremberg, Part I

Readings:

- *Moscow Declaration* (November 1943)
- Charter of the International Military Tribunal (August 1945)
- Hartley Shawcross, "Opening Address for the United Kingdom" (December 1945)

Wednesday, November 8:
Nuremberg, Part II

Readings:

- Hermann Göring, "Testimony on the Nazi Party and Nazi Policy Toward the Jews" (March 1946)

- Hermann Göring, “Final Statement” (August 1946)
- Rt. Hon. Lord Justice Lawrence, “The Nuremberg Trial” (December 1946)

Video:

- Nazi Concentration Camps (<https://youtu.be/uOBemtDE5NA>)

WEEK 14**Monday, November 13:**
Proclaiming Human Rights**Readings:**

- The Atlantic Charter (1941)
- Excerpts from the Charter of the United Nations (1945)
- Universal Declaration of Human Rights (1948)

Begin reading Mason, Chapter 12 (pp. 145-159)

Wednesday, November 15:
The Cold War**Readings:**

- Winston Churchill, Speech at Westminster College (1946)
- Nikita S. Khrushchev, Excerpts to “Secret Speech to the Closed Session of the Twentieth Party Congress” (1956)
- Helsinki Accords (1975)

Video:

- USA vs. USSR Fight! The Cold War: Crash Course World History #39 (<https://youtu.be/y9HjvHZfCUl>)

Assignments:

- Quiz – Mason – Chapter 12

Begin reading Mason, Chapter 13 (pp. 161-175)

WEEK 15**Monday, November 20:**
1989**Readings:**

- Mikhail Gorbachev, Excerpts on Soviet Policies (May 1988)
- Helga Schlitz, The Wall in my Backyard (1990)

Assignments:

- Quiz – Mason – Chapter 13

Wednesday, November 22: THANKSGIVING -- NO CLASS**WEEK 16****Monday, November 27:**
Europe Today: The European Union, Brexit, Vladimir Putin, Pope Francis

Wednesday, November 29:
(Last day of class)

Reviewing Europe's History

Assignments:

- Quiz – Post-test Multiple Choice
- Course Evaluation

WEEK 17

Monday, December 4:

FINAL ASSIGNMENTS DUE BY 6:30 p.m.

Assignments:

- **PAST MEETS PRESENT PORTFOLIO (Part II)**
As a team, locate a current event news article on Europe
 1. Create a full and complete citation based on Chicago/Turabian style
 2. Summarize the article's content
 3. Explain how the article connects to the topics/readings we have examined thus far
 4. Write discussion questions that you would ask the rest of the class about this article and how it relates to Europe's history. Each team member should write one question.

The final portfolio will also include the first current event your team chose midway through the semester. Teams should revise the first assignment based on the instructor's feedback before submitting the final portfolio.

- **PEER EVALUATION**
 Please complete the evaluation of your teammates' participation and effectiveness.