Instructor: Professor Debra Workman

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<tr>
<th>Office</th>
<th>St. Bonaventure Hall 221</th>
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<tr>
<td>Office Phone</td>
<td>815-740-3228</td>
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<tr>
<td>Office Hours</td>
<td>Virtual Hours M/W: 1:00 p.m. - 2:00 p.m.; Sun: 7:00 – 8:00 p.m. &amp; By Appointment</td>
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As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.
Course Description:
This 3 hour course will explore twentieth century European history, including the major events, phenomena, and figures that shaped this tumultuous period. The emphasis, through the entire course, will not only be on ideas, events and people that have most shaped and influenced Europe and the modern world, but also their impact on every person living in Europe. To simulate the choices and constraints that confronted ordinary people in times of upheaval and transition, students will create and assume the role of a person from this period (See assignment for more details). Thus, this century will be viewed through the lens of the complex interrelations between demographic change, cultural development, and political revolution, war, and reconstruction.

Course Outcomes:
1) Students will construct a knowledgebase to explain the complexities and nuances of the major events, phenomena, and figures of Europe during the 20th century, understanding how and why this period was a time, paradoxically, of violence and destruction and of peace and reconciliation.
2) Students will critically analyze and reflectively evaluate how major events, movements, and figures of this period affected the choices and actions not only of nations but of individual communities, families, and persons.
3) Student will analyze evidence and evaluate historical arguments of scholars to develop “historical mindedness,” - sensitive to multiple causation, context, and the interplay of continuity and change in human affairs.
4) Students will develop communication skills (oral and written) through discussion, presentation and written assignments.
5) Students will construct and engage as a “community of learners” in an online format, developing skills of communication and teamwork through discussion groups, role-play and historical re-enactments.

Course Text:
None and there are no prerequisites for the class, with readings and online materials provided. If you would like to have a text, either Robert Paxton’s or Roland Stromberg’s Europe in the 20th Century. Contact me if you have questions.

Course Requirements:
1) Read/view and reflect assigned readings, videos and lectures
2) Complete reading quizzes – lowest quiz score will be dropped
3) Participate in on-line class discussions and collaborative assignments
4) Participate in class simulations – creating a character and personal narrative
5) Lead or co-lead an on-line discussion
6) Complete two examinations – midterm and final

Attendance Policy:
Attendance is expected on a regular basis. I expect you to log on to the course web site at least 4 times
a week and actively participate in discussion questions, essay assignments, presentations, simulations, and online discussions. You will also be responsible for leading one weekly directed discussion. If you do not log in on a regular basis I will ask the Registrar to drop you from the class.

**Methods of Evaluation:**
Students will be graded according to the following components:
1) Readings quizzes – 15%
2) Class simulations, personal narratives – 20%
3) Discussion Threads, including co-leading one weekly discussion – 20%
4) Weekly essays – 20%
5) Exams (2) – 25%

**Academic Integrity:**
Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student’s academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, plagiarism, and denying others access to information or material. See USF Catalog for further clarification and information on grievance procedures.

**Special Needs:**
The University strives to be in compliance with Americans with Disabilities Act (ADA) regulations. To this end, a student who requires special support or arrangements due to a disability should contact the Office of Disability Services Administrator, Pat Vivio at 815-740-3204 in the Academic Resource Center (Library) to coordinate accommodations. This contact should as soon as possible. Should a need arrive after the start of a semester, the student is encouraged to contact the ADA coordinator as soon as possible. Each case will be reviewed on an individual basis.

**Academic Support Services:**
Various types of academic services offered by the Academic Resource Center (ARC) 815-740-5060 located in Room 214 in the Library. Online and distance learning students can contact ARC for appropriate resources. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information.

The instructor reserves the right to adjust the syllabus and class schedule as circumstances may warrant during the semester.

Students are expected to follow all policies in the USF Catalog and Student Handbook.
Weekly Outline of Course Topics

Each week’s readings and activities will be set up in a module. Week one is module one, Week two is module two, etc. Within each module, will be a variety of Modes of Inquiry: such as maps, power points, videos, articles, and lectures, Specific assignments will be given for each module.

Module One: Week One: Europe on the Eve of 1914
Module Two: Week Two: The Great War
Module Three: Week Three: Revolutionary Russia and the Soviet Union
Module Four: Week Four: 1920s: Age of Anxiety and a Search for Stability
Module Five: Week Five: Depression and Dictatorship
Module Six: Hitler’s Europe: Conquest, Collaboration, and Resistance
Module Seven: Week Seven: Global War and the Holocaust
Module Eight: Week Eight: Ruin and Reconstruction
Module Nine: Midterm Exams
Module Ten: Europe and the Cold War
Module Eleven: Recovery of Western Europe – A European Community
Module Twelve: After ’68? – Polycentrism in the Communist World and Rapprochement
Module Thirteen: The European Union and the Collapse of Communism
Module Fourteen: End of the Postwar Order? – Old Conflicts Arise, Religious and Ethnic
Module Fifteen: New Europe in the Age of Globalization
Module Sixteen: Europe at the start of the Third Millennium: 1914 Déjà vu?