Instructor: Michael Paul  
E-mail: mikegpaul@yahoo.com  paulmi@bc.edu  
Class Location: Stokes 103N  
Class Time: M/W 6.15-9.15 p.m.  
Office Location: McGuinn 100  
Office Hours: T/Th 5.15-6.00 p.m. and by appointment  
Office Phone: 617 552 3900

**Boston College Mission Statement**

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nations finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and the continuous development of its distinctive intellectual heritage.

**Course Description**

Survey of European history from the end of the French Revolution to the present. Topics include the impact of industrialization on European society; the expansion and retreat of European imperialism; the Enlightenment tradition and challenges to it; 20th century capitalist crises and responses to them.

**Methodology**

This course examines the major developments of European and World history from the French Revolution to the Present. These developments will be studied from a political, social, cultural, and economic point of view, not simply for the impact they had on Europe, but also for their wider global significance. We will be examining the major underlying trends during this period to see how the World transformed itself as it entered the modern age. Throughout the course, issues of class, race, gender, and ethnicity will be to the fore as we strive to discover how we came to live the way we do today.

**Overall Objectives of the Course**

1) Students will demonstrate knowledge, skill, and competency across cultural settings, and will learn the impact of culture, gender, and age in European and World history as demonstrated by written and oral presentations.

2) Students will demonstrate ethical knowledge, skill, and competency in European and World history as demonstrated by written and oral presentations.

**Specific Objectives of the Course**

A) Students will acquire knowledge of the major developments affecting Europe and the world in the eighteenth, nineteenth, twentieth and twenty-first centuries.

B) Students will learn to think critically and independently about these developments and their implications.

C) Students will acquire a global appreciation of the impact of European and World events and themes.

D) Students will be able to apply this theoretical knowledge in practical ways that include written and oral presentations.

**Criteria For Grading**

Grading will include the assignment of plus and minus grades at the transition lines with the exception of ‘A+’, which is not assigned at Boston College. In general terms, students will be assessed according to the following criteria:

‘A’: Course requirements fulfilled. Material handled cogently and reflectively, and characterized by creative insights.

‘B’: Course requirements fulfilled. Material handled cogently and reflectively.

‘C’: Course requirements fulfilled. Adequate understanding of material demonstrated.

‘D’: Work submitted, but poorly prepared, reflecting inadequate effort and/or understanding.

‘F’: Irresponsible behavior. Work not submitted, or not seriously attempted.

**Grade Reports**

All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center (SLSC) in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license, or passport) to obtain your password.
Assigned Text

Recommended Text

Important Policies
[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

Written Work
Graduate and Undergraduate students are expected to prepare professional, polished, written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using Chicago style. Develop your thought fully, clearly, logically, and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed ([http://www.bc.edu/libraries/help/tutoring.html](http://www.bc.edu/libraries/help/tutoring.html)).

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials, or interfering with another student’s work.

Request For Accommodations
If you have a learning disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD); or Dean Paulette Durrette (paulette.durrette@bc.edu), Assistant Dean for students with disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can contact the disability resources on the web at [http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html](http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html).

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts, and turning in any assignments due. Furthermore, points are given for participation in class. If you miss class, you cannot make up participation points for that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations etc. Additional assignments, penalties, and correctives are at the discretion of the Instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the Instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review the course syllabus as soon as it is distributed, and to consult me promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to consult WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

**In this class, penalties for late assignments will be assessed according to the following schedule: one third of a letter grade per missed class until the assignment is handed in.**
**Requirements**

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<thead>
<tr>
<th>Requirement</th>
<th>Weight (%)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Mid-Term</td>
<td>30%</td>
<td>Mon July 15</td>
</tr>
<tr>
<td>Discussion</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Wed July 31</td>
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</tbody>
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**Comments**

Each class meeting will consist of a combination of lecture and discussion. Class participation is a major part of this course. Discussion will be based around the document extracts contained within the week’s assigned reading of the text, as well as on video segments where appropriate. You will be graded according to the level and quality of your oral contributions to class. To help stimulate discussion, you be asked to complete topic sheets for each discussion. These topic sheets, constituting a Portfolio, will be collected at the Final Exam. They will represent the concrete element of your class performance during discussion.

**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jun 24</td>
<td>Introduction Aims of the Course The French Revolution The Napoleonic Wars</td>
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<tr>
<td>Jun 26</td>
<td>The Industrial Revolution Read: Text: Ch. 19 Discussion: Documents, Ch.19</td>
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<td>Jul 1</td>
<td>Liberalism, Conservatism, and Radicalism Read: Text: Ch. 20 Discussion: Documents, Ch. 20</td>
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<tr>
<td>Jul 3</td>
<td>Age of Capital and Nationalism Read: Text: Ch 21 Discussion: Documents, Ch. 21</td>
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<td>Jul 8</td>
<td>Society in the Age of Capital Read: Text: Ch. 22 Discussion: Documents, Chs. 22 and 23</td>
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<tr>
<td>Jul 10</td>
<td>New Imperialism Read: Text: Ch. 24 Discussion: Documents, Ch.24</td>
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<tr>
<td>Jul 15</td>
<td>World War One Read: Text: Ch. 25 MID-TERM: ONE HOUR</td>
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<td>Jul 17</td>
<td>Results of World War One Read: Text: Ch. 26 Discussion: Documents, Ch. 25</td>
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<tr>
<td>Jul 18</td>
<td>The 1920s Read: Text: Ch. 26 Discussion: Documents, Ch. 25</td>
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<tr>
<td>Jul 22</td>
<td>Causes of World War Two Read: Text: Ch. 27 Discussion: Documents, Ch. 27</td>
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<tr>
<td>Jul 24</td>
<td>World War Two Emergence of Cold War Read: Text: Ch.28 Discussion: Documents, Ch.28</td>
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<tr>
<td>Jul 29</td>
<td>End of the Cold War Read: Text: Ch.30 Exam Review</td>
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<tr>
<td>Jul 31</td>
<td>FINAL EXAM Discussion Portfolio Due</td>
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