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Modern Europe

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CUNY City College

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A FULLY ONLINE COURSE

MODERN EUROPE

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This course examines Modern Europe from the Enlightenment to the twentieth century, taking into account historical processes from the perspectives of a main text along with additional primary and secondary sources. It is intended as an introductory course to orient students to the main themes and debates. Topics covered include Enlightenment and Revolution, Industrialization, Liberalism, Communism, Capitalism, Nationalism, Culture, Ideology, and Warfare. We will also see echoes of the past in the present, and vice versa, something to keep our minds attuned to....

WHAT A “FULLY ONLINE” COURSE MEANS:

The entirety of this course will be conducted online, using the BlackBoard platform (for assignments and resources) and Zoom technology (for live class meetings).

You need to look only three places on your BlackBoard interface:

COURSE DOCUMENTS, DISCUSSION, & ASSIGNMENTS.

(Art credit: Eugene Delacroix, “Greece Over the Ruins of Messolonghi”)

Required Readings:

- ✓ Merriman, John: *A History of Modern Europe: From the Renaissance to the Present. Third Edition.* New York: W.W. Norton.
- ✓ Marx, Karl and Friedrich Engels: *The Communist Manifesto (1848)*
http://www.slp.org/pdf/marx/comm_man.pdf
- ✓ Herzl, Theodore: *The Jewish State.* https://wikispooks.com/w/images/9/95/The_Jewish_State.pdf
- ✓ **Course packet** ON BLACKBOARD, in two parts. Contents are as follows:
 - ❖ Two maps of contemporary Europe – one filled in and one blank
 - ❖ Turabian Style Sheets for reference – TO HELP YOU IN YOUR WRITING
 - ❖ Book review sample from the *American Historical Review* – TO HELP YOU IN YOUR WRITING
 - ❖ James Baldwin essay, “Stranger in the Village” (1955) – FOR FIRST WRITING ASSIGNMENT
 - ❖ Wright, Clifford: “The Role of Islamic Civilization in the Formation of Mediterranean Gastronomy [with recipes]”, pp. 6-20. OPTIONAL
 - ❖ Overton, Mark: “Revolution in England 1500-1850” (appears in two forms) OPTIONAL
 - ❖ Spence, Jonathan: “The Paris Years of Arcadio Huang” (*Granta*) OPTIONAL
 - ❖ Rousseau, Jean-Jacques: *The Social Contract* [Chapters 1-7].
 - ❖ Kant, Immanuel: “What is Enlightenment?”
 - ❖ Coller, Ian: “Rousseau’s Turban: Entangled Encounters of Europe and Islam in the Age of Enlightenment” [peer-reviewed article, 2014]
 - ❖ Belloc, Hilaire: Chapter III, “The Characters of the Revolution”, in *The French Revolution* [1911].
 - ❖ Hunt, Lynn: Chapter 1, “The Family Model of Politics” in *The Family Romance of the French Revolution*, pp 1-16.
 - ❖ “Declaration of the Rights of Man and Citizen” [French Revolution]
 - ❖ The (UK) National Archives lesson on British Reaction to the French Revolution
 - ❖ James, C.L.R: *The Black Jacobins* excerpts: “Preface”, “Prologue”, and Chapter One, “The Property”
 - ❖ Napoleon: Jews & Policy on Religion
 - ❖ Napoleon: Code (excerpts)
 - ❖ Napoleon: Letters to Family Members
 - ❖ Victor Hugo: “Russia 1812” (poem, in *The Oxford Book of War Poetry*)
 - ❖ Malthus, Thomas: “Essay on Population” [excerpt].
 - ❖ Ricardo, David: “The Iron Law of Wages, 1817”
 - ❖ The (UK) National Archives lesson on the 1833 Factory Act
 - ❖ The (UK) National Archives lesson on Bussa’s Rebellion (Barbados)
 - ❖ Leopardi: “To Italy” [poem]
 - ❖ Renan, Ernest: “What is a Nation?”
 - ❖ Czar Alexander II: “The Abolition of Serfdom in Russia”
 - ❖ Wilson, Woodrow: “The Fourteen Points”
 - ❖ Covenant of the League of Nations
 - ❖ Mussolini and Gentile: “The Doctrine of Fascism”
 - ❖ “The Enabling Act” of the Nazi Regime
 - ❖ “10 Protesters Arrested Inside ICE Headquarters in Washington”, *The Washington Post*, July 16, 2019.
 - ❖ Hannah Arendt: Chapter 4, “The Dreyfus Affair”, from *The Origins of Totalitarianism*, pp. 89-120.
 - ❖ Bernstein, Richard J.: Chapter 3, “Statelessness and the Right to Have Rights,” from *Hannah Arendt and the Jewish Question*, pp. 71-87.

Teacher to student communication, outside the general announcements and the like, can take place via email. Should a student run into any concerns whatsoever, contacting me is the best route to go, and the sooner the better, so we can find a solution to whatever issue it might be. You can expect a response within 24 hours, usually much sooner, unless it is the weekend. I would prefer to keep communication to Monday through Friday. It is also possible to arrange for a Zoom meeting – just ask.

And, MOST IMPORTANT: READ YOUR EMAILS REGULARLY. IF THE email address you have connected to BlackBoard right now is not the one you use, PLEASE FORWARD IT TO THE EMAIL ADDRESS YOU DO USE.

EMAIL, AND ANNOUNCEMENTS ON BLACKBOARD, are the methods I use to COMMUNICATE WITH YOU.

Online decorum: Since we are digital rather than three-dimensional in this instance, it is important to keep in mind the virtues and value of thoughtful contributions to the Discussion Forums, keeping things positive but also critical, learned and interesting, and bearing in mind the communal nature of this enterprise, where we can help one another .

Please be patient if there are kinks to be worked out, as there no doubt will be.

I have designed the course to be as **streamlined** as possible, with regular weekly assignments, so we can all strike a rhythm and keep to it. I have also built some breathing space into the syllabus, as most weeks will require intensive reading and concentration. If for any reason assignments need to be changed, or due dates modified, or other changes to the syllabus are necessary, you will be notified. By the same token, please feel free to let me know if something is just not working.

Tech Support for Online Course Users: <https://www.cuny.edu/it/help> Knowing tech support for the online user is readily available is important should you find you need a hand in figuring out BlackBoard, or making sure your email address is registered correctly, or whatnot. This is the place to go for assistance.

Expectations for the course: You will need about three hours per week to complete the readings and discussion posts. Taking notes is recommended so your weekly discussion posts can be well cited and well written, reflecting the specifics of the readings. Participation during live class meetings on Zoom is not only recommended but really the key to the whole thing ... that is where you have a chance to express your ideas, raise questions, talk to your classmates, brainstorm, and explore – without judgment! Please see the rubric at the end of the syllabus for participation guidelines.

Writing and Grading: There will be THREE 1,000-1,250-word essays + a couple shorter essays (30% of your grade) + weekly discussion posts (10 points each – see the rubric at the end of this syllabus for grading guidelines), 30% of your grade. There will also be a final exam, essay form, which will count for 30% of your final grade, DUE Tuesday, December 15 by 10 p.m. There may be an option for extra credit if the class needs it.

The discussion posts are lower-stakes writing assignments where you can practice idea formation, expression, analysis, and basic composition principles. This will also give you a chance to get in the habit of citing your sources at every instance, though not all discussion posts will require that – some will be fun and interpretive.

Your essays are where you refine your composition and analytical skills based on the readings. This is where the citation of sources is necessary at all instances, one of those things that academia requires and which makes us scholars ... it is non-negotiable, but rewarding 😊.

Modern Europe Overture

Cue: Stravinsky conducting “Firebird Suite” <https://www.youtube.com/watch?v=IrMGqAmjbug>

This course is designed to be what we might call a “nuts and bolts” class – a presentation of the events, dynamics, aesthetics, personages, conflicts, accords, continuities and changes spanning the 18th century revolutionary upheavals (American, French, industrial, agricultural) to the 20th century.

Our focus clearly is Europe – and for this fact alone it is necessary to get a hold of a map of Europe and study it – but Europe was not, and is not, an isolated region. Europeans have interacted with the rest of the world for a long, long time. Sixteenth century explorers wending their way across the Atlantic, by chance or design, or rounding the Cape of Good Hope, to establish settler communities and trade routes come to mind. Intellectual exchanges between the American Founders (i.e., Adams, Jefferson and Washington) and French political activists also capture the imagination. Travel to Istanbul and China....

Today, despite the United Kingdom’s “Brexit” – as in “British exit”, or extrication from the institutions of the European Union – American politicians and British politicians have an abiding partnership that withstands ideological difference on many fronts, labeled by the British “the special relationship”. In other regions, such as Africa, the presence of various European embassies, and European Union offices, demonstrates the duality of benevolence and mercenarism Europeans continue to have toward the continent, not least stemming from a longstanding colonial control, in West Africa, for one, by France. These are old stories but they are very much animating our lives or those of our neighbors at this very moment, and the legacies stand contested.

So. Europe. (Long contemplative sigh....) By way of overture, where do we begin? We are concerned with the Modern period, which puts a historical stamp square on the general period marking the commencement of modern institutions, like human rights, new technologies, state formation, subjectivity and emotion in the arts, and more. The French Revolution is typically the place one starts, since it is credited with bringing the “I” to the table, as in, “I am a person and I have rights....I am not a group or a village or a class of people, but I matter.” It is easy to think of the French Revolution as a friend to the American Revolution, very much so (but not identically) in ideological belief and fervor, in emphasis on learnedness and constitutional meditation and being part of something grand in the public sphere. The twin notion of Rights and Right compel a lot of intellectuals, and activists and regular citizens, during this period (as we are compelled today...).

From there on out, all kinds of things happen: Empires and large states either cooperate with one another or they don’t; artists and creators have broader canvases on which to create (sorry for the pun)...states continue to serve as patrons for the arts but not only; battles wage over whether monarchs can be legitimate leaders of emancipated people (they are not voted in, remember) or whether republican ideals should win out (no monarchs there). France will have a particularly hard time deciding on this front, as it will ping-pong between republicanism and monarchy for about a century.

And then there is industrialization, dominated by England (just for the record, China was *this close* to harnessing iron ore and coal on a large scale, but supplies were not plentiful there as they were in the English highlands. Read Kenneth Pomeranz on this.) Food supplies were more or less equalized in both places. Take note: Caloric intake (how much food one is able to consume) can make or break a society. Calories are energy, and if energy is short, labor is a challenge.... And yet, how could England feed all those people leaving the farms to move to cities like Manchester for work in new factories and mills? Well, increased trade is one way. And the other? Revolutionizing agriculture, to make it more productive with fewer people working the land. How did that happen? Nitrogen! Read up on the fascinating story of Charles "Turnip" Townshend for all you need to know about plants that help restore nitrogen in soil.

Wherever industrialization was, people's lives changed...great migrations from country to city are one way of encapsulating the myriad ways new adaptations took hold. Consumerism. Access to midwives. Small, squalid apartments. Poor health and hygiene. Immediate cash for workers. Longer working hours. Bad bosses. Agitation for better working conditions and compensation. Engels and Marx. And we are off....

In the hinterlands, or along coastal southern regions, of, say, Portugal and Spain, Greece and the Balkans, Sweden, the Italian south, remote Russia, traditional ways, many of them agricultural, marched on. But despite the remoteness to where the action was, virtually no place in Europe could avoid the brushfire to end feudal ways that swept the continent from Paris. Just about every capital around Europe saw its own version of rebellion as the 19th century reached its midpoint.

Territorial skirmishes in the late 1800s, alongside modern nationalist movements, moved hand-in-hand along parallel tracks toward some kind of identity nirvana and attendant claimsmaking. One was either in or out, a citizen or not, a foreigner or a citizen, a citizen or subject, a subject or an object of powerholders. But don't forget the poetry, it was there, too, in every society. Leopardi's great Romanism; Greece's Solomos' "Hymn to Liberty"; the *Gaelic Journal*. The Russians.

The twentieth century saw, in retrospect, tensions of the 19th century coming to fruition, chiefly in the form of two world wars, bringing about calls for new states, self-determination, decolonization, the breaking up of old empires, and a fiery breath of new life in the midst of destruction. Mid-century technocrats drew up the blueprint for an experiment designed to prevent warfare once more: economic cooperation among the tough belligerents, chiefly France and Germany. This becomes the European Union...now confronted with Brexit....

Modern Europe Course Calendar

➤ **Week One Thursday, August 27.**

- Today we will meet via **Zoom for a live class at 11:00 a.m.**

Join Zoom Meeting: Meeting ID: 987 27995

I will introduce myself and the course and review some of the salient material on the syllabus.

There will be time for questions ... and beginnings of thinking about Europe.

- **Watch:** Watch this 3-minute video from Colin Powell School Associate Dean Kevin Foster on how to make the most of the online experience this semester:
<https://www.youtube.com/watch?v=1uebfcixl5E>
- **Post** on Discussion Forum by Tuesday, Sept. 1: Introduce yourself, tell us about any object you found in your house that is made anywhere in Europe ... what do you know about it (its history, production, etc.) in about 200 words or so and paste right in the box a photo of it if you can. Last, comment on another student's post.

➤ **Week Two September 1 and 3**

- Review introductory PowerPoint on BlackBoard
- Zoom class meeting at 11 a.m.
- Read from course packet on BB: James Baldwin essay "Stranger in the Village"
- Submit via Turnitin 500-word response to the Baldwin piece on Thursday by 10 p.m.
- We will continue our introduction to Europe.
- Post on Discussion Forum

➤ **Week Three September 8 and 10**

- *Merriman, Chapter 12: The French Revolution*
- *Declaration of the Rights of Man and Citizen (course packet)*
- *Belloc, "The Characters of the Revolution (course packet)*
- *Hunt, "The Family Model of Politics" (course packet)*
- *The UK National Archives lesson on British Reaction to the French Revolution (course packet)*
- *View French Revolution PowerPoint on BlackBoard*

Terms: absolutism, republicanism, King Louis 16th, Enlightenment, three estates, significance of July 14, 1789, seigneurial rights, Marat, Jacobins, Robespierre

Q: Would you consider the French Revolution a result of social conflict? What did people want? Did class matter? Be prepared to discuss your rationale, citing examples from the Merriman text or other course materials.

➤ **Week Four September 15 and 17**

Continuation of the French Revolution in discussion with texts of the Enlightenment, as follows:

- *Kant, “What is Enlightenment?”*;
- *Rousseau, “The Social Contract” (chapters 1-7)*,
- *Coller, “Rousseau’s Turban: Entangled Encounters of Europe and Islam in the Age of Enlightenment”*

➤ **Week Five September 22 and 24**

- *Merriman, Chapter 13: Napoleon and Europe*
- *Hugo, “Russia 1812” poem (course packet)*
- *Napoleon: Jews & Policy on Religion*
- *Napoleon: Code (excerpts)*
- *Napoleon: Letters to family members*
- *UK National Archives lesson on “Bussa’s Rebellion” [Barbados, 1816]*
- *C.L.R. James excerpts from The Black Jacobins*
- *PowerPoint One on BlackBoard will help you with this material*
- *Listen: “Waterloo” by ABBA https://www.youtube.com/watch?v=Sj_9CiNkkn4*
- *Listen: Beethoven’s “Eroica” Symphony No. 3, conducted by Leonard Bernstein, written in honor of Napoleon. <https://www.youtube.com/watch?v=W-uEjxxYtHo>*

Terms: The Directory, the Concordant, Holy Roman Empire, plebiscite, Napoleonic Code (Civil Code of 1804), Continental System, Bourbon Restoration, Battle of Waterloo.

Q: Napoleon Bonaparte was a renowned Jacobin, brilliant military leader and strategist, and a shrewd statesman. And yet after 1804, he ruled France, and the French empire, as an emperor. What are the implicit contradictions in this arrangement and how did Napoleon square them?

➤ **Week Six No class on Tues Sept 29. Meet on Thursday, Oct. 1**

- *Merriman, Chapter 14: Industrial Revolution*
- *Merriman, Chapter 15: Liberal Challenges to Restoration Europe*
- *Thomas Malthus: "Essay on Population" (excerpt; in course packet)*
- *David Ricardo: "The Iron Law of Wages, 1817" (excerpt; in course packet)*
- *The UK National Archives lesson on the 1833 Factory Act*

Terms from Merriman Chapter 14: manufacturing, capital, why did industrialization begin in Britain?, *Zollverein*, the "middle class", Robert Owen, Robert Peel, liberalism, Thomas Malthus, 1833 Factory Act (Britain), socialism, Karl Marx

Terms from Merriman Chapter 15: Congress of Vienna 1815, liberalism (again), laissez faire, David Ricardo, the Greek Revolt, Russian Decembrist revolt, French Bourbon Restoration of 1830, Eugene Delacroix, Revolt in Poland, Reform Bill of 1832

Q: Think about the ideological tensions implicit in some of the events discussed in this week's readings. Are you convinced that such dramatic alterations to people's lives, such vivid and brave actions, are the work of those whose ideologies are challenged?

Q: How can we link the ideologies of liberalism and socialism to the technological, economic, political and social changes that industrialization brought about?

➤ **Week Seven October 6 and 8**

- "The Communist Manifesto of Marx and Engels"
Note: Read it carefully. We will focus on the Introduction, Chapter One and Chapter Two. Enjoy this classic text.

Q: *What do you endorse or not endorse in their program?*

➤ **Week Week Eight October 13 and 15**

Paper Due on Thursday

➤ **Week Nine October 20 and 22**

- *Merriman, Chapter 16: The Revolutions of 1848*
- *PowerPoint One on BlackBoard will help you with this material*

Terms: Ferdinand I of the Habsburg Empire, Lajos Kossuth, Giuseppe Mazzini, “June Days” of Paris 1848, Frankfurt Parliament, French Second Republic

Q: What are the main crises that bring about these revolutions? What do people want?

- *Merriman, Chapter 17: The Era of National Unification*
- *Leopardi, “To Italy” (poem, in course packet)*
- *Renan, “What is A Nation?” (excerpts, in course packet)*
- *PowerPoint Two will help you with this material*

Terms: Italian unification (the creation of an Italian nation-state, German unification (same), Otto von Bismarck, Count Camillo di Cavour, Garibaldi, William I of Germany, Prussia, *Realpolitik*, Schleswig and Holstein, Franco-Prussian War of 1870-71, *Kulturkampf*

Q: Nationalism is a powerful force that unites people around a political/territorial/cultural identity. What are the virtues of, or concerns about, unification regarding the Italian and/or the German case? In other words, what are the positive aspects, or the dangers, of such efforts at identity agglomeration? What examples can you provide?

➤ **Week Ten October 27 and 29**

- *Merriman, Chapter 18: The Dominant Powers in the Age of Liberalism: Parliamentary Britain, Tsarist Russia, and Republican France*
- “10 Protesters Arrested Inside ICE Headquarters” (press item, in course packet)
- *Arendt, “The Dreyfus Affair” (in course packet)*
- *Bernstein, “Statelessness and the Right to Have Rights” (in course packet)*
- *Herzl, The Jewish State – assigned book (very brief!)*

Paper Due on Thursday

Terms: The Crystal Palace 1851, constitutional monarchy (Great Britain, liberal), Victorian Era, Crimean War, Whigs, William Gladstone, Reform Bill of 1867, Benjamin Disraeli, David Lloyd George, Fyodor Dostoyevsky, Alexander I of Russia and the emancipation of serfs, Michael Bakunin, Russo-Japanese War (1904-05), Revolution of 1905 (Russia), The Paris Commune, Captain Alfred Dreyfus (France)

Q: Based on what you have read this week, what are the arguments (ethical, political, economic, territorial) for a people to have the right to create their own state? What events generated the call for a Jewish state? Has that historical event impinged upon current affairs in the U.S.?

➤ **Week Eleven November 3 and 5**

- *Merriman, Chapter 19: Rapid Industrialization and Its Challenges, 1870-1914*
- *Merriman, Chapter 20: Political and Cultural Responses to a Rapidly Changing World*
- *On YouTube, type in “Igor Stravinsky The Rite of Spring Leonard Bernstein”*
link: <https://www.youtube.com/watch?v=a9M2oTHa3GM>
- *PowerPoint Four on BlackBoard will help you with this material*

Terms for Chapter 20: First International Workingmen’s Association (p.788), SPD (German Social Democratic Party), Anarchism and Michael Bakunin (again), Syndicalism, Maria Montessori, Charles Baudelaire, Edouard Manet, absinthe, laudanum, Friedrich Nietzsche, Emile Durkheim, Avant-Garde and (anti-) Rationalism, “The Rite of Spring”

Q: The conclusion to be drawn from historical evidence from the period of expanded industrialization is that *people lived...longer*, and mortality rates were lowered. Why was this the case? More generally, was life *improved* during this period?

Q: Wow! What an exciting time this was to create, to listen to music, take in fabulous paintings, study humanity, learn, imagine, dream... What *luxuries!* What is *going on with the arts?*

Q: Is Anarchism a viable option in contemporary society?

Q: Do you see the seeds of the world you live in in the period in question?

➤ **Week Twelve November 10 and 12**

- *Merriman, Chapter 21: The Age of European Imperialism*
- *Merriman, Chapter 22: The Great War*
- *PowerPoint Four on BlackBoard will help you with this material*

Terms for Merriman chapter 21: Imperialism, free trade, settlement colonies, Benjamin Disraeli, Scramble for Africa, Cecil Rhodes, Suez Canal, Berlin Conference 1884-85, Boers, Sepoy Mutiny

Terms for Merriman chapter 22: German and Austro-Hungarian Alliance, The Alliance System, Anglo-German Rivalry, Balkan Wars (generally), Young Turks, Gavrilo Princip, Schlieffen Plan, British Expeditionary Forces, Gallipoli, General Douglas Haig and General Philippe Petain, Tsar Nicholas II abdication, Bolsheviks (again), Zionist movement, President Woodrow Wilson's Fourteen Points,

Q: What was the attraction to Africa for Europeans, and specify *what kind* of Europeans?

Q: How did the Suez Canal change global trade relations and development in North Africa?

➤ **Week Thirteen November 17 and 19**

- *Merriman, Chapter 23: Revolutionary Russia and the Soviet Union*
- *Alexander II: The Abolition of Serfdom in Russia (course packet)*
- *PowerPoint Three on BlackBoard will help you with this material*

Terms for Merriman Chapter 23: Vladimir Lenin, *Duma*, Petrograd, Alexander Kerensky, February 1917, Tsar Nicholas, Mensheviks, Ukraine, "July Days", October Revolution, Winter Palace, Peace of Brest-Litovsk, The Soviet Union Constitution of 1918, Nationalization of large-scale industry, NEP (New Economic Policy, introduced by Lenin), Leon Trotsky, Communism

Q: What were the problems Lenin faced in getting the October revolution going? In other words, was the socio-political upheaval happening from the grass roots, or did it require a strong leader to inspire and convince people to wage change? What was *really going on* in Russia?

➤ **Week Fourteen Tuesday, November 24. No class on November 26 – Happy Harvest!**
Discussion and Review

➤ **Week Fifteen December 1 and 3**

Paper Due on Tuesday

➤ **Week Sixteen Tuesday December 8, Last Day of Class**

Conclusions. Final Exam due Tuesday, December 15 by 10 p.m.

RUBRIC FOR WRITTEN WORK...and EXAM

- **Technique** refers to writing technique. It includes grammar, punctuation, sentence structure, citation and title formatting, spelling, paragraphing. When necessary, inclusion of citations for any material cited should be included in the correct format. Consult style guides on BlackBoard, where your course materials are.
- **Substance** refers to your expression of ideas, demonstration of knowledge gleaned from course readings and material, accuracy in representation of the historical record, accuracy in representation of the source material, your historical analysis, and originality.

	Technique	Substance
(superior) (grade approximation: A)	Demonstration of mastery of all rules of grammar, punctuation, sentence structure, citation, paragraphing and formatting. Also shows great style in expression. Diagnosis: Full steam ahead!	Demonstration of accuracy in representing the historical record and/or source material; original voice; interesting/original analysis or ideas. Also shows great style in expression. Diagnosis: Full steam ahead!
(good) (grade approximation: B)	Less accuracy in above. There may be a handful of errors on any level, but still shows competency. Diagnosis: Student may wish to work a little harder and review the rules of grammar. See Strunk and White: <i>Elements of Style</i>	Same as above, but with less accuracy or commitment to the source material. Demonstrates average presentation of material, without strong voice or analysis. Diagnosis: Student may wish to work a little harder and take more time to read and digest material and visit professor during office hours.
(below average, near fail) (grade approximation: C-/D)	Numerous errors indicate that some additional work must be done to meet academic standards. The basic rules of grammar are not understood clearly. Inaccuracies in understanding of the assigned material. Failure to provide citations for source material. Diagnosis: Seek help from your professor, or outside assistance, such as from the Writing Center	Numerous inaccuracies indicate that some additional work must be done to meet academic standards. This includes reading more carefully and taking notes, and becoming "history minded". Diagnosis: Seek assistance from your professor, or outside assistance, such as from the Writing Center

Rubric for In-Class Discussion

	Strong work'	Needs development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out"	Seldom participates and is generally not engaged