



CH3021
European Studies:
Culture, History
and Integration



UNIVERSIDAD
NEBRIJA

Centro de Estudios Hispánicos

European Studies: Culture, History and Integration

Hours: 45

Prerequisites: No requirements

Instructor name: Ana Carballal, PhD

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Office hours: to be communicated the first day of class

1. Course Description

This course consists of an overview of the most relevant political, economic, and social aspects of European history by examining the interaction among nation-states and their impact on other parts of the world. Students acquire basic intellectual skills through critical thinking, considering questions of why and how events occurred. Topics will include European expansion, political revolutions, industrialization, nationalism, colonialism, European wars and the creation of the European Union. The course will also cover differences and similarities among European cultures and their influence on Europe today.

2. Learning Objectives

Students who successfully complete this course will be able to:

- Understand the historical development of European politics, economics, society and culture
- Improve their knowledge of Europe and its diversity
- Critically follow and interpret the main social, economical and political aspects of European History from the 1500s to the present
- Analyze various issues and trends in modern and contemporary Europe
- Debate ideas and concepts of Europe and European integration
- View Europe within a wider international and global perspective
- Recognize and analyze the contributions of cultural diversity to Europe's past and present
- Synthesize information from a variety of sources, including written sources, documentaries and film.

3. Formative Activities

Educational activities will be developed by means of different didactic strategies:

- Theory and Practice
- Collective and individual tutoring
- In-class presentations
- Daily assignments
- Team work assignments
- Workshops and additional training
- Extra-curricular activities

4. Methodology

The course syllabus follows the communicative approach methods, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that provide knowledge, capacities and attitudes for their future professional careers.

5. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30% Attendance and active participation in class
- 30% Daily work/ Papers/ Essays
- 40% Exams/ Final papers or projects*

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course;
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account;

Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.

Exams/ Final papers or projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

*** A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

5.2. Attendance, participation and grading policies.

5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.*

*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

5.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10
The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

5.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

5.2.4. Grading criteria

Number Grade	Letter Grade	Percentage
10	A+	100%
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

6. Bibliography

- Simms, B. *Europe: The Struggle for Supremacy, from 1453 to the Present*. Penguin, 2014
- Merriman, J., *A History of Modern Europe*. W.W Norton & Company, 2010.
- Judt, T. *Postwar: A History of Europe since 1945*. Vintage, 2010.
- Leonard, D. *Guide to the European Union*. The Economist, 2010.
- Wallace, H., Pollack, M. A., Young A.R. *Policy Making in the European Union*. Oxford University Press, 2010.
- Best International History of the Twentieth Century*. Routledge, 2008.
- Roberts, J.M. *The New Penguin History of the World*. Penguin Books, 2007.
- Stearns P.N. *A Brief History of the World*. The Teaching Company, 2007.
- Heywood *Political Ideologies: An Introduction* 4th Ed. Palgrave Macmillan, 2007.
- Wells, H. G. *A Short History of the world*. Penguin Classics, 2006.

Online Reference & Research Tools:

- History Net <http://www.historynet.com>; The History Guide <http://www.historyguide.org>;
- Bridging World History <http://www.learner.org/channel/courses/worldhistory>,
- BBC History <http://www.bbc.co.uk/history>; History Today <http://www.historytoday.com/>
- The New York Times <http://www.nytimes.com/>;
- National Geographic <http://www.nationalgeographic.com/history>;
- The History Channel <http://www.history.com/topics/worldhistory>.

7. Lecturer Brief CV

Ana Carballal Broome holds a doctorate from the Universidad Rey Juan Carlos in Intercultural Studies and Management, a Master's degree in European Studies through the University of Amsterdam and a Modern and Contemporary History degree from the Universidad Autónoma in Madrid. Dr. Carballal is a dual national USA-Spain living in Madrid who has also worked for more than 15 years in the field of International Higher Education.

8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

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9. Course Content

SESSIONS	TOPIC	READINGS
Introduction The Idea of Europe	<ul style="list-style-type: none"> ■ What is Europe? ■ Europe and its diversity ■ A European Culture? 	
Early Modern Times	<ul style="list-style-type: none"> ■ European Rebirth ■ Rise of Nation States ■ Age of discoveries and exploration 	<i>Medieval Legacies and Transforming discoveries</i> <i>Empires 1453-1648</i>
The Renaissance and the New Humanist thought.	<ul style="list-style-type: none"> ■ Birth of Modern Man? ■ Between faith and reason ■ Da Vinci, Machiavelli, More and Erasmus ■ European Renaissance 	<i>The Myth of the Renaissance</i>
Charles V and the Holy Roman Empire	<ul style="list-style-type: none"> ■ Idea of a Universal Empire ■ Conflict and Struggles ■ Charles V and the Protestant Reformation 	<i>The Reformation of the Latin Church</i> <i>The Emperor Charles V</i>
The Protestant Reformation	<ul style="list-style-type: none"> ■ Martin Luther and John Calvin ■ The Age of the Religious Wars ■ Henry VIII and the Anglican Church ■ Witch hunts in Europe 	<i>The Protestant Reformation</i>
Pre- enlightenment	<ul style="list-style-type: none"> ■ Europe in the 17th century ■ The Age of Reason ■ The Scientific Revolution ■ Hobbes, Locke, Galilei, Descartes 	<i>The New Philosophy of Science</i>
The Age of Absolutism	<ul style="list-style-type: none"> ■ Absolute monarchies ■ Centralized national governments ■ Louis XIV in France 	<i>The Age of Absolutism</i>
The Industrial Revolution	<ul style="list-style-type: none"> ■ Towards a modern industrial society ■ The factory system ■ First modern school of economic thought 	<i>The Industrial Revolution</i>
Eighteenth Century Enlightenment	<ul style="list-style-type: none"> ■ Against ignorance, superstition, and tyranny ■ The Philosophes: Voltaire, Rousseau and Montesquieu ■ European <i>bourgeoisie</i> 	<i>The Enlightenment</i>
Political Revolutions	<ul style="list-style-type: none"> ■ <i>What is the Third State?</i> ■ The End of the <i>Ancien Regime</i> ■ France 1789: Rights of Man and Citizen. 	<i>Revolutions 1756- 1813</i>
The Long 19th Century	<ul style="list-style-type: none"> ■ The Congress of Vienna ■ Nineteenth century ideologies ■ Nationalism and imperialism 	<i>The Long 19th Century</i>

		<p><i>Adam Smith, Socialist and Liberals</i></p> <p><i>Nationalism</i></p>
World Conflicts and the Great Depression	<ul style="list-style-type: none"> ■ The Great War ■ The Interwar Period ■ The Rise of Fascism and National Socialism ■ The Spanish Civil War ■ WWII 	<p><i>The Causes of World War I</i></p> <p><i>The Ending of World War I and the Legacy of Peace</i></p> <p><i>The Europe of Economic Depression and Dictatorship</i></p> <p><i>The Rise of Adolf Hitler</i></p>
Post War Europe	<ul style="list-style-type: none"> ■ The Legacy of the war ■ European Reconstruction ■ The EEC and the Treaty of Rome ■ A growing community: Widening vs. Deepening 	<p><i>The Legacy of WWII: Decline, Rise and Recovery.</i></p> <p><i>Nuremberg Nazis on Trial</i></p> <p><i>Europe in the Post War Era: Rebuilding Divided Europe</i></p> <p><i>Democracies 1974- 2011</i></p>
European Integration	<ul style="list-style-type: none"> ■ The European Union: Institutions and Policies ■ Europeanism vs. Nationalism ■ Europe today 	<p><i>The European Union. Introduction. The Origins. The Evolution 1958- 2010</i></p>