



***CCHI 198 OL Changing Alliances: 19<sup>th</sup> and 20<sup>th</sup> Century Europe***

**Fall 2015**

Moravian College Comenius Center

Online

**Instructor Information**

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Blackboard: <http://blackboard.moravian.edu/>

**Required Texts**

Michael J. Lyons, *World War II, A Short Essay* 5<sup>th</sup> ed.

Judith C. Coffin, *Western Civilizations, Volume 2, Second Brief Edition*

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**Course Description:**

The course surveys the events leading to the rise of German power following the Franco-Prussian war up to, and including, the Second World War. Included are the other challenges to European society and culture, and the impact of the West on the rest of the world through imperialism, totalitarianism and conflict.

**Student Learning Objectives**

Performance Objectives: a statement of what the learner must do to master a competency

1. Understand the role of the major Great Powers prior to and during World Wars I and II.
2. Be able to characterize the evolution of America's role in the changing world.
3. Be able to understand the force of nationalism and understand how each Great Power develops their own national security interests.
4. Be able to analyze the role of conflict in diplomacy, politics, economics, and culture that influenced the development of American foreign policy.
5. Be able to analyze the impact on foreign powers on the development of American foreign policy.
6. Develop such useful intellectual skills as reading, writing, analysis, and synthesis.
7. Recognize one of the benefits of studying history as a means of organizing and understanding the forces that influence people.

## **COURSE SCHEDULE:**

Mon., September 7	Lesson 1 Due
Mon., September 14	Lesson 2 Due
Mon., September 21	Lesson 3 Due
Mon., September 28	Lesson 4 Due
Mon., October 5	Lesson 5 Due
Mon., October 12	Lesson 6 Due
Mon., October 19	Lesson 7 Due
Mon., October 26	Lesson 8 Due
Mon., November 2	Lesson 9 Due
Mon., November 9	Lesson 10 Due
Mon., November 16	Lesson 11 Due
Mon., November 23	Lesson 12 Due
Mon., November 30	Lesson 13 Due
Mon., December 7	Primary Source Research Paper Due
Mon., December 14	Lesson 14 Due

### **Grading Summary**

A student's grade will be assigned on the basis of his/her performance on the assignments given over the course of the semester. This is an accelerated course, so each week TWO assignments will be due. **Since there are no exams, I expect a minimum of FOUR pages of material to answer the questions in each assignment. When you answer the questions, use specific names of people, their actions and other information to reinforce your statements.**

Grading is calculated by dividing the number of questions by 100. If there are 4 questions then each one is worth 25% of the grade. I look for thorough detail that is mentioned above. One page submissions will result in a failing grade, only generalizations an average grade. Those that go into detail and explain their answers fully will receive a B or higher. Those students that take the time to make cognitive opinions of their own interpretations will attain an A.

Click on the assignment link and you will see each assignment and its due date. Remember this is an accelerated course so do not allow yourself to get too far behind. The text book used for this course is condensed. Therefore, you can supplement your research by seeking information on the internet. **Of course rewrite the information in your own words and cite the source. If you copy and paste, that is plagiarism, and an automatic F. Ten points will be deducted from any assignment that is more than 72 hours past due.**

### **Assignments weighted to 70% of final grade**

**Discussion Board** –Several assignments require students to enter in an online discussion blog. Click on the discussion tab on the left of the blackboard home page. Then select the discussion for that particular assignment. Read the question for the assignment and then post your opinion on the board. The next part is critical. This is meant as a discussion. Read the other students’ comments and explain why you agree or disagree. This is supposed to take place over a several day period so everyone can respond. For example, post your first comment on Friday, then go back in on Saturday read some other comments and make another post. Then go back on Sunday and see if anyone commented on your posts and respond. The discussion board will be open for about 10 days. If you do not make a post within those 10 days, you will get a 0. 1 post is worth and 80; 2 posts an 88; 3 posts a 92; 4 posts a 95; 5 or more a 98. Failure to take part in the discussion board over the entire course will significantly lower your final grade.

### **Discussions weighted to 16% of final grade**

**Research Paper-** In addition, students are required to write a ten-page research paper using mostly primary source documents. First, select a topic of American relations with another country. For example, it could be on US-British relations in World War I, or US- French relations during the Kennedy administration. Once you have selected a topic, click on the “Primary source link” in the blackboard course. Select FRUS for Foreign relations of the United States. On the left side of the website, select the appropriate presidential administration for your topic. In addition to these primary source documents, students are required to use two secondary source books. Please cite all of your sources using MLA format. The paper will be worth a maximum 100 points and **due on Monday, December 8, 2014.**

### **Research paper weighted to 14% of final grade**

Grade determination:

A> 94; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63; F< 59

### **Other Important Information**

#### **Academic Honesty**

Please familiarize yourself with the Moravian College’s Academic Policy Manual. Students caught cheating or plagiarizing could risk getting an “F” grade for the course.

## **Attendance**

Students should submit all assignments by midnight of the due date in each Lesson module. Any assignments submitted more than 72 hours late, will have a deduction of five points.

## **Withdrawal from Class**

Friday, November 6, 2015 is the last day to withdraw with an automatic “W” grade.

## **Blackboard**

This is an online class and students must know how to use and access Blackboard.

## **Copyrights**

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder’s permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

## **Disabilities**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

## **e2Campus**

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College’s emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian’s campus.

## **Grading Judgment**

A grading rubric will be provided in the “Start Here” link of the Blackboard course.

## **Inclusion**

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status,

marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

<b>Behavior</b>	<b>Description</b>
Listening to understand	Listening with an open mind to fully understand all aspects of a situation
Seeing multiple points of view	Understanding that our perspective is not the only one when looking at a situation, issue, or person
Giving and receiving feedback	Inviting and giving feedback
Enhancing inclusion	Helping others feel included and involved
Addressing inappropriate behavior	Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior.

Source: MIT Human Resources, Diversity & Inclusion,  
<http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources>

### **Syllabus Status**

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

### **Workload**

Students can expect to work at least nine hours on average outside of class in reading, preparation, and project activities for each hour of class time.

**I am here to help you succeed!!!!**