

Department: HIST

Course No.: 259W

Title: Intellectual and Social History of Europe in the Twentieth Century

Credits: 3

Contact: Caner

WQ: W

Catalog Copy:

Course Information: The course explores the history of European thought in its social context in the twentieth century. The aims of the course are 1) to introduce students to the fundamental issues in twentieth-century intellectual and social history; 2) to introduce students to the tools and approaches used by historians in researching, writing, and discussing historical topics; and 3) to give students the opportunity to hone their analytical and, most importantly, their writing skills. Readings will consist largely, possibly even exclusively, of primary sources such as document collections, memoirs, diaries, newspapers, novels, correspondence, art, architecture, and philosophical, political, social and economic treatises. The format of the class is a mixture of lecture and discussion.

W Criteria: The W component of the course includes a term paper on some aspect of American Urban History; each student will select a topic from a list of recommendations, or will obtain permission to undertake another topic. For instance, one potential recommended topic might be a study of the changing uses of a specific city block over time; another might be “Controlling Stray Pigs in Nineteenth Century New York.” The paper will be no less than fifteen (revised) pages and otherwise in conformity with the University of Connecticut W guidelines. The paper must be submitted for criticism and then revised at least once.

The instructor will devote significant class time to examining the structure of a successful essay, using examples from the assigned readings and student papers (subject, of course, to the permission of the student who wrote the paper).

In grading and commenting on the first drafts of papers, the instructor will pay attention to the quality of composition, including the fluidity and logic of paragraphs and sentences. The main focus, though, will be on strengths or weaknesses of the essay's argument. Is the argument clear, logical and consistent? Is it adequately supported by evidence? Does the writer carefully consider a range of evidence and ideas?

Each student's revision of the first draft should go further than a mere correction of minor errors. Students will be expected to sharpen fuzzy thinking, improve the organization of their essays, and consider additional source material or ideas. Each student will be expected to meet with the instructor to discuss a specific plan for improving the paper after the first draft.

Additional homework/writing projects may include two shorter papers (around three or four pages in length) on assigned topics based on the required reading. For instance, one potential topic might be an examination of mid-19 th century understandings of urban epidemics, to be based on primary and secondary sources provided in a course packet or reader. The major paper and the shorter writing projects will enhance learning the content of the course by engaging students with specific intellectual problems drawn from distinct moments of American urban history. Taken together, the term paper and smaller writing projects will count 50 per cent of the grade. The student cannot pass the course without passing the W component. The syllabus will clearly state these requirements.

Competency Group: W only

Course number: hist

Course title:

Number of Credits: 3

Initiating Dept.: HistORY

Contact Person:

Unit Number: 2103

Phone: 3650

Existing Course: NO

A current GEN ED ?: NO

Dept Approval Date: 02/08/2006

School/College Approval Date: 02/14/2006

First Offering of New Course: Spring

Year of First Offering: 2007

Competency Group: W only

Proposed Cat Copy: HIST 259W. Intellectual and Social History of Europe in the Twentieth Century
LANSING , DINTENFASS

Prerequisite: ENGL 105 or 110 or 111 or 250.

Current Catalog Copy: HIST 259. Intellectual and Social History of Europe in the Twentieth Century

Prerequisite: ENGL 105 or 110 or 111 or 250.

New copy adds "W" and includes instructors (LANSING, DINTENFASS)

Course Information:

How Meets Goals of Gen Ed.: -

Specific Criteria Arts and Humanities: -

Specific Criteria Social Sciences: -

Specific Criteria Science and Technology: -

Specific Criteria Diversity and Multiculturalism: -

Specific Criteria Q course: -

Specific Criteria W course: An especially effective way of understanding both the fundamentals and the subtleties of European thought is analyzing particular ideas or themes in a written assignment. Writing papers enables students to build on the class discussions and to engage the texts on a deeper and more substantive level. HIST 259W will require students to write two papers, a short paper (5-7 pages) in which students analyze and compare two primary sources and a term paper (10-12 pages) on a topic to be determined by discussions between the instructor and the student. Each paper will be revised based on instructor comments as well as on the comments of the student,s peers. The first paper will also be used as a writing template for the rest of the semester, in that the instructor will prepare a checklist of writing problems for each student, and expect them to work on these problems throughout the semester. At least fifty percent of the student,s grade will be base!

d !

on the two papers; no student will pass the course without first having demonstrated satisfactorily writing on all of the final papers. Writing instruction in HIST 258W will consist of individual conferences, written commentary, peer-review as part of the class discussions, formal instruction to the class, and individual conferences with the students. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course.

Laboratory Courses Description: -

Semester offered: Spring

Number of Sections: 1

Seats/Section: 19

Total Num Students/Year: 19

Role of Grad Students: HIST 258W will be a single section of 19 students and thus no graduate student assistants will be needed.

Availability at Regional Campuses: This course could be made available at any of the regional campuses. Joel Blatt at Stamford has expressed interest in teaching it.

Resources Available: YES

Why No Resources to teach course.: -

Impact of Course on Teaching Loads: None.

Supplementary Information: PLEASE NOTE THAT WE ARE REQUESTING TO CREATE A "W" OPTION FOR A PRE-EXISTING COURSE (HIST 259), AND NOT TO REPLACE THAT COURSE WITH A "W" COURSE. A " W" OPTION FOR THIS COURSE HAS ALREADY EXISTED AND IS INCLUDED IN THE 2004-2005 UNDERGRADUATE CATALOGUE, BUT DUE TO A FACULTY RETIREMENT IT DID NOT GET RESUBMITTED TO MEET NEW GEOC REQUIREMENTS IN TIME FOR THE 2005-2006 CATALOGUE.