

# SAMPLE SYLLABUS

HIST-UA9012 – 001

## Modern Europe

NYU London: Spring 2022

**Instruction Mode: In-person**

### Instructor Information

- Hagai M. Segal
- Office hour (**by appointment only**) Tuesdays + Thursdays from 1.30pm.

### Course Information

- Tuesdays and Thursdays, 2.30pm – 3.45pm.
- NYU London campus, 6 Bedford Square.
  - **Classroom number – 303**

### Course Overview and Goals

A survey of Europe from 1789 to the present. Investigates the political, social, economic, and cultural developments that shaped and continue to shape the modern age. Emphasis is on the evolution of the nation-state, on industrialization and its impact on society and politics, and on the intellectual responses to the rapid changes these developments inspired. Topics include Europe and the French Revolution; the rise of the nation-state, 1848-1914; the impact of totalitarian ideologies on 20th-century Europe, and Europe today.

Seminars/lectures, involving examinations of texts and sources and class discussion. Audio visual aids (video, etc).

#### **Upon Completion of this Course, students will have:**

1. Examined changes since the 18<sup>th</sup> Century in European social, economic, cultural and political structures, locating Europe's place in world history and its development.
2. Cultivated, as a consequence, an understanding of the historical origins and development of modern states, society, political systems, and key ideologies / schools of thought.
3. Become acquainted with the different approaches, theoretical frameworks, and methodologies that historians utilise to investigate historical topics and history itself.
4. Developing critical faculties, the ability to analyse and contextualise key events, ideas and concepts, while becoming accustomed and skilled in related discussion and debate.

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## Course Requirements

### Grading of Assignments

The grade for this course will be determined according to these assessment components:

<b>Assignments/ Activities</b>	<b>Description of Assignment</b>	<b>% of Final Grade</b>	<b>Due</b>
Class participation	Based on general contribution to the class.	5%	----
Short essay	1,000-1,250 word research essay/paper.	20%	Week 4
Long essay	1,750-2,000 word research essay/paper.	30%	Week 10
Class presentation	Group presentation during a class.	15%	TBC
Examination	1h 30mins. final examination	30%	TBC

Failure to submit or fulfill any required course component results in failure of the class

## Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Percent</b>	<b>Description</b>
<b>A</b>	A : 94% and higher A- : 90% to 93%	A-quality work is based on a range of primary and secondary sources, but it will go beyond those sources to draw its own conclusions. An A-quality essay will also be elegantly structured and very well argued and written.
<b>B</b>	B+ : 87% to 89% B : 84% - 86% B- : 80% to 83%	B-quality work is well organized, using a close analysis of its sources to make a useful point, backed up with some secondary material. Conversely, a B-quality paper may be as original, even adventurous, as an A-grade paper, but only merit a B because it is badly-structured or poorly written.
<b>C</b>	C+ : 77% to 79% C : 74% - 76% C- : 70% to 73%	C-quality work fulfils the basic conditions of the assignment. It has an argument and demonstrates a basic understanding of the subject, but

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Letter Grade	Percent	Description
		this is not supported by close or wide reading. A C-quality essay may contain obvious gaps or internal contradictions and it may also be structured in a confusing way or full of grammatical errors.
<b>D</b>	D+ and D: 65% - 70%	D-quality work lacks an argument and its point is unclear. It may often leap from subject to subject without a smooth transition. A D-quality essay may simply summarise material without analysis. Serious grammatical flaws or unreadability can result in a D being awarded to a paper that would otherwise have earned a C.
<b>F</b>	65% and lower	An F is awarded to a paper which barely tries to tackle its subject. It will have no argument and show little acquaintance with the relevant texts. Any paper which is plagiarized, incomprehensible or incomplete will earn an F.

## Course Materials

### Required Textbooks & Materials

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- [A people's history of modern Europe](#), William A. Pelz, Pluto Press 2016
- [A Short History of Europe : From Charlemagne to the Treaty of Lisbon.](#), Gordon Kerr, Oldcastle Books, 2010.
- [Nations and nationalism since 1780 : programme, myth, reality](#), E. J. Hobsbawm, Cambridge University Press, 1992.
- [The Communist manifesto](#) (including an extensive introduction and essays by well-known writers on questions central to the Manifesto and the history of Marxism). Yale University Press, 2012.

**All these texts are available to access online via the NYU library – click on each link above to go directly to the text listing. You will be able to download a full readable version of each (some are provided with 1 year access to the full book but with you only being able to download PDF and printable versions of limited chapters).**

## Optional Textbooks & Materials

- *You are not required to purchase these texts, but they are also very useful resources if you do wish to consult other sources as you prepare for classes, and for the purpose of reference/quotation for your papers/essays.*
- Europe: A History, Norman Davies, Pimlico (1997) ISBN: 0712666338
- The Making of the West: Peoples and Cultures, Volume 2: Since 1560, Lynn Hunt, Bedford Books (Jan 2001) ISBN: 0312183682 (Paperback).
- The Penguin Atlas of World History : Prehistory to the Eve of the French Revolution Volume 1, Hermann Kinder and Werner Hilgemann, Penguin Books Ltd (2004) ISBN: 0141012633
- The Penguin History of Europe, J.M. Roberts, Penguin Books (1997) ISBN: 0140265619

## Resources

- **Access your course materials:** [NYU Brightspace](#) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](#) (library.nyu.edu)
- **NYUL Library Collection:** [Senate House Library](#) (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** [NYU Writing Center](#) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#) (nyu.edu/it/servicedesk)

## Course Schedule

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Session/Date	Topic	Summary	<p><b>Required Reading</b> Sections from course textbooks and selected additional readings that are posted on NYU Brightspace – all detailed each week in an email from Professor.</p>
Session 1: Jan 25	Introduction class.	Intro. to course, intro. to studying modern History, terms + concepts	<p><b>Textbook</b> – A Short History of Europe – Introduction (p9-p11).</p> <p>A people's history of modern Europe, Chapter Two, “The Other Reformation”: Martin Luther, Religious Dogma and the Common People (p18-p29)</p> <p><b>and</b> Chapter 3 “The World Turned Upside Down”: The Crisis of the Seventeenth Century and the English Revolution, 1640–49 (p30-p39).</p>
Session 2: Jan 27	Europe by the Eighteenth Century – A Survey	Introduction to Europe as we find it on the brink of the French Revolution.	<p><b>Textbook</b> – A Short History of Europe – Breaking Free, Age of Enlightenment (p91-p100).</p> <p><b>NYU Brightspace</b> – The Enlightenment article; Descartes – Biography; Descartes – Discourse On Method (selected excerpts).</p>
Session 3: Feb 1	The French Revolution (1)	Causes of the French Revolution.	<p><b>Textbook</b> – A Short History of Europe – Thinkers of the Enlightenment and Despots (p93-97).</p> <p><b>NYU Brightspace</b> – The Divine Right of Kings – King James’ Speech To Parliament, 1610; What is the Social Contract? article; Hobbes – Leviathan, (selected excerpts); Hobbes’ Moral and Political Philosophy article; John Locke - Two Treatises on Government (selected excerpts).</p>
	The French Revolution (2)	Consequences of the French Revolution.	<p><b>Textbook</b> – A people's history of modern Europe, Chapter Four, The Rise of the Third Estate: The French</p>

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Session 4: Feb 3			People Revolt (p40-p51).  A Short History of Europe – Breaking Free, Age of Enlightenment (p97-p104).  <b>NYU Brightspace</b> – Social Causes of the French Revolution; Marie Antoinette: Letter to Her Mother, 1773; Madame Campan: Memoirs of the Private Life of Marie Antoinette, 1818; The Divisions Of Europe (map).
Session 5: Feb 8	The Age of Revolt : Rousseau and Paine - Fathers of the Revolutions (1)	The key thinkers behind the French (and American) Revolution, and their importance to European political history since.	As above.
Session 6: Feb 10	The Age of Revolt : Rousseau and Paine - Fathers of the Revolutions (2)	The key thinkers behind the French (and American) Revolution, and their importance to European political history since.	<b>Textbook – Remind yourself of</b> A Short History of Europe – Thinkers of the Enlightenment and Despots (p93-97).  <b>NYU Brightspace</b> – Jean Jacques Rousseau: The Social Contract (1763), selected extracts; Who Was Thomas Paine? article; Thomas Paine: Common Sense (1776) – Intro. and Chapter 1; The Philosophy of Paine, by Thomas Edison.
Session 7 Feb 15	Industrial Revolution: From The Farm To The City, From The Plough To The Loom (1)	The realities of the Agricultural and Industrial Revolutions.	As above.
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<p>Session 8 Feb 17</p>	<p>Industrial Revolution: From The Farm To The City, From The Plough To The Loom (2)</p>	<p>legacy of the Industrial Revolution.</p>	<p><b>Textbook</b> – A Short History of Europe – Towards A Modern Europe, Industrial Revolution, and Changing Politics (p113-p117).</p> <p>A people's history of modern Europe, Chapter Five, Becoming an Appendage to the Machine: The Revolution in Production (p52-p63).</p> <p><b>NYU Brightspace</b> – Agricultural Revolution in England 1500 – 1850 article; Leeds Woolen Workers' Petition, 1786 (Against machinery); Leeds Cloth Merchants' Letter, 1791. (Supporting machinery); William Radcliffe: On Power Looms, 1828; Working conditions: The Sadler Committee, excerpts.</p>
<p>Session 9: Feb 22</p>	<p>The Age of Ideology I : Birth of the 'Isms' – The Liberalisms (1)</p>	<p>The birth of the hugely influential political and social ideology Liberalism.</p>	<p><b>Textbook</b> – A Short History of Europe, Europe in 1800 (p105-p107).</p> <p>Nations and nationalism since 1780 - programme, myth, reality, Chapter 1 (p14-p40).</p> <p><b>NYU Brightspace</b> – Ideology: Liberalism article; Jeremy Bentham: Extracts and life; John Stuart Mill: On Liberty (1859), and Liberalism Evaluated (1873), extracts; Adam Smith: The Principle of the Mercantile System and An Epitome, 1776, from Wealth of Nations.</p>

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Session 10: Feb 24	The Age of Ideology I : Birth of the 'Isms' – The Liberalisms (2)	The birth of the hugely influential political and social ideology Liberalism.	As above.
Session 11: March 1	'Britannia Rules The Waves!' - Empire, Orientalism + the "Civilizing Mission" (1)	The history of the emergence of European empires, with a specific focus on the UK and France.	<p><b>Textbook</b> – A Short History of Europe – Towards A Modern Europe (p105-p113).</p> <p><b>and</b> A Short History of Europe – The Descent Into Madness (p117-p119).</p> <p><b>NYU Brightspace</b> – Orientalism, Edward Said, excerpts; History of British Naval Power – The Royal Navy; Gunboat diplomacy – Accounts of Palmerston + the Pacifico Incident, 1850; Imperialism: A French Viewpoint - Paul Leroy Beaulieu, 1891, excerpts.</p>
Session 12: March 3	'Britannia Rules The Waves!' - Empire, Orientalism + the "Civilizing Mission" (2)	The legacy of the British and French empires.	<b>NYU Brightspace</b> – Collection of modern song lyrics reflecting legacy of empire (Eagles, Costello, etc).
Session 13: March 8	The Age of Ideology II: The 'Isms' In Action – 1848, Class Consciousness + Mass Politics (1)	The 'Revolutions' of 1848 and their impact on German and Italian unity nationalism and the emergence of Communism.	<p><b>Textbook</b> – Nations and nationalism since 1780 - programme, myth, reality, Chapter 4, Transformation of nationalism, 1870-1918 (p101-p130).</p> <p>A people's history of modern Europe, Chapter 6, From the Revolutions of 1848–49 to the First People's Democracy: The Paris Commune (pp. 64-82).</p> <p><b>NYU Brightspace</b> – Documents of the</p>

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			Revolution of 1848 in France article; The German 1848 Revolution: A German Perspective article; Karl Marx – Biography.
Session 14: March 10	The Age of Ideology II: The 'Isms' In Action – 1848, Class Consciousness + Mass Politics (2)	The 'Revolutions' of 1848 and their impact on German and Italian unity nationalism and the emergence of Communism.	As above.
Session 15: March 22	'For King And Country': The Great War - European Nationalism and the clash of the Great Powers.	Context and causes of WWI.	<p><b>Textbook</b> – A people's history of modern Europe, Chapter 8, Protest and Mutiny Confront Mass Slaughter: Europeans in World War I (pp. 103-114).</p> <p>A Short History of Europe – The Descent Into Madness (p119-p121).</p> <p><b>NYU Brightspace</b> – Colour photos of African and Indian troops; Selection of World War I Poetry – Short poems of Sasson, Owen, Read, Hodgson, Gibson and Larkin; Woodrow Wilson: The Fourteen Points, Jan 8 1918.</p>
Session 16: March 24	Legacy of The Great War / WWI.	How the First World War played out and ended.	As above.
	Marx and The Russian Revolution: Communism in practice? (1)	Examining the Russian Revolution and whether it was a genuine application of Marx's communism.	<p><b>Textbook</b> – A Short History of Europe – The Descent Into Madness (p121-p122).</p> <p>A people's history of modern Europe, Chapter 9, War Leads to Revolution: Russia (1917), Central Europe (1918–19) (pp. 115-126).</p>

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Session 17 March 29			<p><b>NYU Brightspace</b> – Lenin: What is to be Done, 1902; Stalin, Trotsky and Lenin bios; Revelations from the Russian Archives (<i>Please read these sections - Intro; Internal Workings; Repression and Terror (x2); Secret Police; Gulag</i>); Karl Marx Revisited.</p>
Session 18: March 31	Marx and The Russian Revolution: Communism in practice? (2)	Examining the Russian Revolution and whether it was a genuine application of Marx's communism.	As above.
Session 19: April 5	Legacy of WWI, Versailles, Weimar Republic + its collapse.	The impact of Versailles on post-WWI Europe, and Germany in particular.	<p><b>Textbook</b> – Nations and nationalism since 1780 – programme, myth, reality, Chapter 5, Apogee of nationalism, 1918-1950 (pp.131-162).</p> <p>A Short History of Europe – The Descent Into Madness (p122-p124).</p> <p><b>NYU Brightspace</b> – The Versailles Treaty, 1919, excerpts; John Maynard Keynes: The Economic Consequences of the Peace, 1920. Hellig – Why the German Republic Fell, 1938.</p>
Session 20: April 7	Rise of Fascism/Nazism	How fascists and Nazis took advantage of post-WWI economic and political chaos.	<p><b>Textbook</b> – A people's history of modern Europe, Chapter 10, Economic Collapse and the Rise of Fascism, 1920–33 (pp. 127-141).</p> <p>A Short History of Europe – The Descent Into Madness (p125-p129).</p>

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			<p><b>NYU Brightspace</b> – Benito Mussolini: What is Fascism?, 1932; Adolf Hitler, Mein Kampf, 1926, extracts.</p>
<p>Session 21: April 12</p>	<p>WWII – Another European war goes global.</p>	<p>The Second World War.</p>	<p><b>Textbook</b> – A Short History of Europe – The Descent Into Madness (p130-p132).</p> <p>A people's history of modern Europe, Chapter 11, Against Fascist Terror: War and Genocide, 1933–45 (pp. 142-156).</p> <p><b>NYU Brightspace</b> – WWII Timeline (selected events); WWII Statistics; 'Fog of War' documentary clip – Lesson 5: Proportionality.</p>
<p>Session 22: April 14</p>	<p>Shoah - The Holocaust</p>	<p>Understanding a genocide committed by a "European democracy" and its legacy on Europe.</p>	<p><b>Textbook</b> – As above.</p> <p><b>NYU Brightspace</b> – The 'Final Solution': Wannsee Conference Protocols; Police Battalion 101 article; Daniel J. Goldhagen: Ordinary Germans and the Holocaust, excerpts; The Miligram obedience experiment.</p>
	<p>New Era, End of Empire – The UN, the Cold War, and 'The Nuclear Era' (1)</p>	<p>The emergence of the Cold War.</p>	<p><b>Textbook</b> – A Short History of Europe, Towards A United Europe (p133-p138)</p> <p>A people's history of modern Europe, Chapter 12, A New Europe? 1945–48 (p157-p170).</p> <p><b>and</b> Chapter 13, Europeans in the Cold War: Between</p>

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Session 23: April 19			<p>Moscow and Washington (p171-p182).</p> <p><b>NYU Brightspace</b> – United Nations Charter, 1945; Universal Declaration of Human Rights, 1948; Winston S. Churchill: "Iron Curtain" Speech, 1946, and Joseph Stalin's response, 1946; Yalta, NATO and Berlin Wall article; Cuban missile crisis article and JFK-Macmillan declassified transcript.</p>
Session 24: April 21	New Era, End of Empire – The UN, the Cold War, and 'The Nuclear Era' (2)	How the Cold War developed and ended, and its enduring legacy.	<p><b>Textbook</b> – A people's history of modern Europe, Chapter 14, From the Berlin Wall to the Prague Spring: A New Generation of Europeans (p183-p196).</p> <p><b>and</b> Chapter 15, Fighting for Peace in an Atomic Age, 1969–89 (p197-p209).</p> <p>Nations and nationalism since 1780 - programme, myth, reality, Chapter 6, Nationalism in the late twentieth century (p163-p169 <b>and</b> p173-p176)</p> <p><b>NYU Brightspace</b> – As above</p>
Session 25: April 26	EEC, EC, EU – Economic Europe, Political Europe, United Europe? (1)	The emergence of a politically and economically 'united' Europe.	<p><b>Textbook</b> – A Short History of Europe, Towards A United Europe (p138-p151)</p> <p><b>NYU Brightspace</b> – 'So Just What Is Europe?' article; European Union – The History Of The EU; European Court of Justice and European Court of Human Rights structure article.</p>

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Session 26: April 28	EEC, EC, EU – Economic Europe, Political Europe, United Europe? (2)	The emergence of a politically and economically ‘united’ Europe.	<b>Textbook</b> – A people’s history of modern Europe, Chapter 16, Europe Falls into the Twenty-First Century (pp. 210-217).  <b>NYU Brightspace</b> – Inside the EU: A beginner’s guide to Brussels; The Council of Europe after 70 years; European Convention Of Human Rights - Summary; OSCE – Structure; European institutions fighting racism article; Brexit would threaten our peace and stability article.
Session 27: May 3	Brexit + the EU today and in the years to come.	Brexit + whether the EU can survive it.	EU today, Brexit, etc readings (to be provided).
Session 28: May 5	Conclusion.	Conclusion session and exam preparation.	To be advised.
Final assessment	Examination <b>Date TBC</b>	Final exam.	

## NYUL Academic Policies

### Classroom Etiquette

Macs/PCs/tablets may only be used for class related activity. Mobile phones should be set on silent and should not be used in class except for emergencies. Food is not to be consumed in class – you may though drink (non-alcoholic!) beverages in class

### Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the London Academics team (nyul.academics@nyu.edu). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

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## **Academic Honesty, Plagiarism and Late Work**

Students at Global Academic Centers must follow the [University and school policies](#). You can find details on these topics and more on this section of our NYUL website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

## **Attendance**

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](#) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

**To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins.** These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's absence reporting procedure. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

## **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

## **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

## **Pronouns and Name Pronunciation (Albert and Zoom)**

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the [Pronouns and Name Pronunciation web page](#), and for more information on how to make these changes in Zoom, please see the [Personalizing Zoom Display Names website](#).

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## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the [Bias Response Line website](#).

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## **Instructor Bio**

Hagai M. Segal is a multi award-winning academic, consultant and analyst. A political scientist and historian, he has specific expertise in regards the Middle-East, geopolitics and terrorism. A frequent contributor on radio and TV, and an advisor to counter-terror and security agencies and corporations and companies across the globe, Segal has participated in Israeli-Palestinian peace talks. He has lectured at NYU London since 2004.

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## Examination Paper

### Modern Europe : Course Number V57.9012.001

Fall 2021

Answer **two** (2) of the following questions. You may answer **any** questions of your choice. Each carries equal marks/weight.

1. "What man loses by the social contract is his natural liberty and an unlimited right to everything he tries to get and succeeds in getting; what he gains is civil liberty and the proprietorship of all he possesses" (Jean-Jacques Rousseau, *The Social Contract*, 1762). Discuss, with specific relation to the political theory of Rousseau and one of the following (of your choice) – either Thomas Hobbes, John Locke or Thomas Paine.
2. "From 1789, perhaps even before that, it had been the willingness of politicians to exploit either the threat or the fact of violence that had given them the power to challenge constituted authority. Bloodshed was not the unfortunate by-product of [the French] revolution, it was the source of energy." (Simon Schama, renowned historian). Discuss, with arguments for and against, this perspective on the French Revolution and its legacy.
3. Upon becoming UK Prime Minister in 1940 Winston Churchill stated that "Without victory there is no survival... No survival for the British Empire, no survival for all that the British Empire has stood for". What in the opinion of defenders of European Imperialism did their empires "stand for"? Do you agree with them, or do you view their empires more negatively, and if so why? Answer with specific reference to the British and/or French empires.
4. Evaluate the significance of the European 'Revolutions' of 1848, that so shook the continent but that many Europeans today have little knowledge of. Were they indeed 'Revolutions', did they result in any real change – in the short-term or long-term – or were they little more than a peripheral historical episode?
5. "From the midst of this putrid sewer [industrial Britain] the greatest river of human industry springs up and carries fertility to the whole world. From this foul drain pure gold flows forth. Here it is that humanity achieves for itself both perfection and brutalisation... and that civilised man becomes again almost a savage" [Alexis de Tocqueville, *French statesman, political theorist and commentator, in Voyage en Angleterre et en Irlande de 1835*]. Assess and evaluate this famous quote on the Industrial Revolution, and the positive and negative aspects commonly associated with the 'Revolution' today.
6. "Conflict between burgeoning state nationalisms in Europe was the preeminent underlying cause of the First World War. The war's failure to conclude these nationalist conflicts made the Second World War inevitable". Discuss.
7. Detail and analyse the political ideology/beliefs and program of Adolf Hitler and/or Benito Mussolini. What were the key aspects of their ideology/beliefs? How successful were they in implementing their core aims and objectives? And why have their political beliefs become so discredited and peripheral in post-WWII European politics and society?

# SAMPLE SYLLABUS

[Continued below]

8. *"The more historians learn about the 'Cold War', as more documents are declassified and the stories are told by those who were involved, the 'hotter' it becomes". Discuss with specific reference to predominantly European events/examples.*
9. *"No one should suffer from the great delusion that any form of communism which promotes the dictatorship of the few instead of the initiative of the millions can produce a happier or more prosperous society" (Charles Erwin Wilson, US Secretary of Defense, 1953 to 1957). Discuss with arguments for and against this perspective, and with specific reference to dynamics/examples (of your choice) during the decades of communist rule of the Soviet Union.*
10. *"Anybody who has worked in Brussels will be familiar with the bicycle theory of European integration... that unless the EU keeps moving forward, it will fall over and crash. But the bicycle theory is dangerously out of date. To survive, the EU actually needs to find a brake and a reverse gear. The alternative is a potentially fatal collision between the EU's institutions and its [member] nations" (Gideon Rachman, Financial Times chief foreign affairs columnist, May 2020). Discuss, with specific reference to the debate regarding whether the EU is moving too quickly to 'Federalisation', including reference to pertinent evidence and examples (of your choice).*