

History 223
Fall 2005

MODERN EUROPE

(www.uncg.edu/~jwjones/moderneurope)

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Office Hours: M 11-11:50; T 2-3:30; W 1-1:50; and by appointment

Course Description

Europe's impact on the world in the modern period has been profound, and Europe today remains a vitally important region. The primary goal of this course is to introduce students to the issues and debates raised in modern European history (since about 1750). We will examine Europe's past (as much as possible) from the point of view of those who lived it, trying to understand events through their eyes, and we will examine alternative ways of interpreting modern European history by weighing the evidence and the merits of differing points of view.

The course is divided into two sections: Europe 1750-1900; and Europe 1900-present. We will approach the subject material from several perspectives, including political, social, economic, and cultural, with several themes in mind: war & peace; revolution; ideology & religion; gender; social class; and technology.

Goals and Objectives:

- By the end of the class students will understand that history is not just the memorization of dates and facts, but rather the *interpretation* of the past
- Students will acquire a knowledge of the key terms, facts, and events in the history of Modern Europe and thereby gain an informed historical perspective
- Students will take from the class the skills to critically appraise varying historical arguments and to clearly express their own interpretations
- Students will experience "hands-on" work with primary source material throughout the course and will gain an understanding of how to read history through such sources
- Students will develop analytical skills and the ability to apply principles and generalizations learned in this class to other problems and situations
- Students will develop the ability to synthesize and integrate information and ideas as well as to distinguish between fact and opinion
- Students will be encouraged to develop an openness to new ideas and, most importantly, the capacity to think for themselves

Readings:

Clive Emsley, *Napoleon: Conquest, Reform and Reorganization*

Charles Dickens, *Hard Times*

Anne Frank, *The Diary of Anne Frank*

Zlata Filipovic, *Zlata's Diary: A Child's Life in Sarajevo*

Reserve articles and online material designated below

Course Web Page: The course web page is at www.uncg.edu/~jwjones/moderneurope
The page has course readings, summaries of the notes, links to Internet Resources, and other features relevant to the course.

Assignments:

Participation	25%	Written Assignment	25%
Midterm Exam	20%	Final Exam	30%

Participation: Your 25% class participation grade consists of worksheets, quizzes, and several Reaction Pieces (1-2 pages double-spaced). These are intended to be your reaction to or opinion of the assigned readings designated below, not a summary of the reading material. Students who miss an in-class quiz can *only* make it up with a legitimate reason.

Written Assignment: Students will write a review (3-4 pages double-spaced) of “Schindler’s List” and of two reviews of the film on e-reserve. The assignment:

View “Schindler’s List” and read the reviews of the film on e-reserve (feel free to identify other reviews as well). Write your own review of the film responding to the issues of historical debate raised in these readings (identify 2-3 criticisms in the reviews and draw on evidence from the film to tell why you agree or disagree).

The assignment is worth 25% of the final grade and is **due Wednesday, November 9**

Exams: There is a midterm exam (worth 20%) and a final exam (worth 30%). The in-class exams are comprised of Identifications and Short Answer Questions based on course material and readings. The exams cover *only* the part of the course for which they are designated (Midterm: Europe 1750-1900; Final: Europe 1900-present), so they are *not cumulative*. However, the Final Exam includes a comprehensive Take Home Essay (worth 10% of the overall course grade) that draws on broad themes dealt with all semester.

Grading: Grades will be compiled on a point system (**you can keep up with your grades during the semester on Blackboard**). For example, if you make 80 on the midterm (16/20) + 87 on the Written Assignment (21.8/25) + (22/25) on participation + 84 on the final exam (16.8/20) + 92 on the Final Exam Take Home Essay (9.2/10) your final grade = **85.8** or **86 (B)**

CLASS SCHEDULE

Monday, August 15. Introduction to the Course & Pre-Modern Europe

- Reading for Wednesday, August 17: “Peasants Tell Tales: The Meaning of Mother Goose” by Robert Darnton; and “Social Conditions in 17th Century France”; Reaction Piece to this material due in class;
 - Optional: listen to the NPR Report “Little Red Riding Hood Uncloaked”
- Wednesday, August 17. Pre-Modern & Early Modern Europe: Discussion of Reading

Part I: Europe 1750-1900

- Reading for Monday, August 22: “An Early Information Society: News & the Media in Eighteenth-Century Paris” by Robert Darnton
- Monday, August 22. The Early Stages of the French Revolution: Discussion of Reading

Wednesday, August 24. The French Revolution (cont’d)

- Reading for Monday, August 29: “Declaration of the Rights of Man and Citizen”; and “Social Categories, the Language of Patriotism, and the Origins of the French Revolution: The Debate over *noblesse commerçante*” by Jay Smith
- Monday, August 29. The French Revolution (cont’d): Discussion of the Readings

- Reading for Wednesday, August 31: **Backgrounder 1**—Leaders of the French Revolution; “Declaration of the Rights of Woman and Citizen”; excerpt from *Women in the French Revolution* by L. Kelly, pp. 10-38 (Chapters 2-4); and “French Feminists and the Rights of ‘Man’: Olympe de Gouge’s Declarations” by Joan Wallach Scott
Wednesday, August 31. The French Revolution: Discussion of Readings

BEGIN READING: *Napoleon: Conquest, Reform and Reorganization* by Clive Emsley (pp. 3-78); **Worksheet 1** due Wednesday, September 14

Wednesday, September 7. The French Revolution: Order Restored

Monday, September 12. Napoleon’s Rise to Power & the Napoleonic Wars

- Reading for Wednesday, September 14: 1812 Burial site discovered in Lithuania
Wednesday, September 14. The Fall of Napoleon: Discussion of *Napoleon*

BEGIN READING: *Hard Times* by Charles Dickens; **Worksheet 2** due Monday, September 26

Monday, September 19. The Origins of the Industrial Revolution

- Reading for Wednesday, September 21: “Sleep We Have Lost” by Roger Ekirch; Reaction Piece due in class
Wednesday, September 21. The Industrial Revolution (cont’d)

Monday, September 26. The Industrial Revolution: Discussion of *Hard Times*

Wednesday, September 28. The Rise of Marxism

- Reading for Monday, October 3: excerpt from *The Communist Manifesto* by Karl Marx
Monday, October 3. Marx’s Critique of Capitalism: Discussion of Reading

Wednesday, October 5. The Rise of Nationalism & Emerging Nation States

Wednesday, October 12. **Mid-Term Exam**

Part II: Europe 1900-present

- Reading for Monday, October 17: excerpt from the pamphlet “Imperialism, The Highest Stage of Capitalism” by Vladimir Lenin; and “Shooting an Elephant” by George Orwell
Monday, October 17. European Colonialism: Discussion of the Readings

- Reading for Wednesday, October 19: “The Affair—the Case of Alfred Dreyfus”; and “A Little Russian Girl in the Jewish *Pale*, 1890”
Wednesday, October 19. Europe at the turn of the Century: Discussion of Readings

- Reading for Monday, October 24: **Backgrounder 2**—The Assassination of Archduke Ferdinand; and “An Eyewitness Account of the Assassination”
Monday, October 24. World War I: “The War to End All Wars”

- Reading for Wednesday, October 26: “The Proletarian Revolution & the Renegade Kautsky” by Vladimir Lenin; and “Theses on Communist Morality in the Sphere of Marital Relations” by Alexandra Kollontai; **Worksheet 3** due in class

Wednesday, October 26. World War I & its Aftermath: The Russian Revolution

BEGIN READING: *The Diary of Anne Frank*; Reaction Piece due Wednesday, November 9;

NOTE: view the film “Schindler’s List,” read the reviews of the film on e-reserve, and **complete the Written Assignment by Wednesday, November 9**

Monday, October 31. The Rise of Fascism in Italy & Germany

Wednesday, November 2. Europe Engulfed: World War II

- Reading for Monday, November 7: The Fire-bombing of Dresden

Monday, November 7. World War II (cont’d) & the Holocaust

Out-of-class Film: Monday, November 7, “Nasty Girl” (~1:35), 5:00 Jarrell Hall

- Reading for Wednesday, November 9: **Backgrounder 3**—The Roots of anti-Semitism; excerpt from *The Memoirs of Gluckel of Hameln*; Anti-Semitic Propaganda in France; and The Holocaust in Kiev (Babi Yar) and Rostov; **Written Assignment Due** in class

Wednesday, November 9. The Holocaust: Discussion of *The Diary of Anne Frank*, “Nasty Girl”, and “Schindler’s List”

- Reading for Monday, November 14: speech by Soviet leader Andrei Zhdanov & the Truman Doctrine; **Worksheet 4** due in class

Monday, November 14. “Reconstruction” & the Origins of the Cold War

BEGIN READING: Zlata Filipovic, *Zlata’s Diary: A Child’s Life in Sarajevo*; Reaction Piece due Monday, November 28

Wednesday, November 16. Cold War Europe

Monday, November 21. The Roots of Conflict in Yugoslavia

Monday, November 28. War in Yugoslavia: Discussion of *Zlata’s Diary*

Wednesday, November 30. Europe Today

Monday, December 5. **FINAL EXAM**