



FALL SEMESTER 2009
MODERN EUROPE
HIS -223 SECTION 01
IGS – 223 SECTION 15
MON./WED./FRI: 9:00 AM – 9:50 AM

Instructor: Kevin L. Crowder

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Office: MHRA, Room 3102 – Third floor of Moore Humanities Building

Hours: Mon / Wed / Fri: 8:30 AM-9:00 AM and 10:00 AM-11:30 AM
and by appointment

COURSE DESCRIPTION AND THE SCOPE OF THIS COURSE

This course covers historical periods from the French Revolution, up to the present. However, we will read, and discuss the Enlightenment during the first week of the course. Since we are covering well over 200 years of history, we will focus on the most significant events, developments, concepts, philosophies, and ideologies that ultimately create a modern Europe. Geographically, this course will cover Great Britain, France, Germany, and some Eastern and Central European countries.

The course will utilize a combination of secondary and primary sources in an attempt to present a valid historical perspective on the formation of a modern Europe. As such, most topics will be covered in a chronological order; beginning initially with the Enlightenment, and ending with the present, or as close as we come in a semester.

The course is not designed for students whose experience in historical studies has been simply to memorize dates, people, events, etc. Instead, the course will employ a combination of lecture, discussion, reading, analyzing, examining, and writing, in order to adequately study the history of modern Europe. Simply put; this course is not designed for those who have studiously memorized “things” for tests and exams, then soon forgotten most everything memorized. Instead, we will study; we will talk, discuss, ask questions, and overall, learn together, through a variety of means that are hopefully meaningful in the long term.

LEARNING OUTCOMES / COURSE GOALS

Upon successful completion of the course, students should be able to:

- Trace the development of key themes and events in modern Europe; interpret their historical significance.
- Construct analytical essays that discuss related primary sources and present evidence to support an argument in order to answer specific historical questions.
- Explain the significance of excerpts from primary sources, in relation to the development of social, ideological, political, and cultural elements of modern Europe.
- Evaluate both secondary and primary sources in terms of historical analyses of the history of modern Europe; paying attention to the strengths and weaknesses of their various arguments.

REQUIRED TEXTS AND PRIMARY SOURCES

- Primary Sources (In chronological order)
 1. Rousseau, Jean-Jacques. *The Social Contract* . Penguin, 2006.
 2. Marx, Karl & Friedrich Engels. *The Communist Manifesto* . Penguin, 2002.
 3. Levi, Primo. *Survival in Auschwitz* . New York : Simon & Schuster, 1996.
 4. Ash, Timothy Garton. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. New York: Vintage Books, 1999.
- Secondary Source
 1. Spielvogel, Jackson. *Western Civilization, Volume C: Since 1789*, 6th Ed. Thomson Wadsworth, 2006.

READINGS, AND CLASS PARTICIPATION

This course will require you to read and understand the various themes of history covered in the required text and primary sources. As such, you will be held to the assigned readings for each class meeting, which means you should make notes during your readings; you should formulate questions about the various arguments, facts and material covered, and come to each and every class prepared to discuss what you have read.

The Course Schedule details each and every reading assignment; the dates, and topics to be covered in class are also listed. As such, it is strongly recommended that you refer to the Course Schedule early, and often; that you read, prepare, and understand the topics and materials; and lastly, that you attend class prepared and ready to dialogue.

- **Class Participation**

It is imperative that you participate in class discussions each and every class meeting. I welcome dissenting views, comments, and I will expect you to discuss your ideas and interpretations of the assigned materials for each class. Believe me, class will go smoother, faster, and be far more enjoyable if everyone is prepared and can intelligently discuss the material – why not participate?

The course will be conducted on the premise that you are prepared for all classes. Needless to say, if you are ready for class, you will also be ready to dialogue. I will therefore, conduct the class under the premise that you and I may satisfactorily carry on a constant dialogue, which will certainly contribute to a comprehensive investigation of the topics, materials, and subject of the course.

Your participation will be **necessary** in order to facilitate a learning environment.

Your participation is also **necessary** in order to receive a fair grade concerning the class participation component in this course.

ATTENDANCE

It is imperative that you attend each and every class. You are expected to be on time, each class, without exception. If you are prone to habitual tardiness, then I will certainly count you absent without exception. I will accept excused absences; however, such absences are based upon extenuating circumstances or exigent matters. However, as a policy, I normally do not distinguish between excused and unexcused absences; you are either in class, or absent. This policy is firm, and minimal absences are expected. If you are continually absent then I will be forced to deduct points from your final grade. As well, if you are consistently late a grading penalty may be imposed. I **require** that if you must be absent from class I am notified either by **e-mail** or **phone**.

Bottom line: Arrive on time, and be here for every class.

CELL PHONES / LAPTOP USAGE

You are not permitted to use cell phones during class. Please turn off all cell phones prior to entering class. If you use a laptop, I insist that you use it responsibly. Students using laptops for anything other than class work, i.e., searching the internet, chat, or e-mail, will be asked to shut them down, and put them away; you will also be advised that you may no longer use a laptop in class. Please do not put me in a position to single you out, and embarrass you in front of your classmates, not to mention, lose your privilege of bringing a laptop to class.

CLASSROOM ETIQUETTE

I expect students to listen, engage, and participate; however, I will not tolerate excessive talking between students that does not relate to the materials being covered, or class discussions. Overall, I insist on mature classroom etiquette that is expected in college students. Lastly, please do not begin to gather your book bags, or other personal items, prior to class dismissal. I know when class ends, and I will dismiss you in a timely manner; so, please do not begin the exit process before I dismiss class.

ACADEMIC INTEGRITY

All students are expected to abide by the UNCG Honor Code. If a student does not abide by the university Honor Code, he or she may be subject to failure in class, and risk possible expulsion. Please visit the university's website concerning academic integrity at: <http://academicintegrity.uncg.edu/complete/>.

MAKE UP WORK

It is virtually impossible, given the time constraints and the need to cover a vast amount of material, to allow for make up work. Only in extreme circumstances will I consider make up work. This is based on individual circumstances only, and I require you to make arrangements in advance if you have an upcoming obligation that will require you to miss an assignment. Any work not submitted on time, unless prior arrangements have been made, results in a zero (0) for the assignment.

EXAMS

During the semester we will have 4 exams; the dates for the exams are clearly marked on the "Class Schedule." The exams will cover material from the textbook (Spielvogel) on the chapters noted. Exams are take home, or may be posted on Blackboard, and are due in class on the date noted on the "Course Schedule."

DISCUSSION PAPERS

During the semester, you will be required to submit 4 discussion papers, based on your readings of the primary source material. These papers are an opportunity for you to discuss your examinations of the material, and answer the questions marked on the "Course Schedule," by means of a well-composed essay style paper.

Papers must be TYPED, with 1.5 spacing, 1 inch margins (top, bottom, left, and right), and Times New Roman 12 pt. font. If you quote, or use text from the primary source, it must be cited in the paper.

Papers must be a minimum of 2 pages in length. You must also attach a title page that contains your name, the course title, section number, date, and subject of the paper.

You May Not use the required textbook for these papers, only the primary document; no other sources are acceptable, including the internet.

- Papers are graded based upon the following criteria:
 - Accuracy of information, and thoroughness of argument, based upon a comprehensive analysis of the material.
 - Sufficiently answering the questions concerning the primary document.
 - Organization of ideas, proper grammatical form, including sentence structure, and punctuation.

CLASS GRADING

Your grade is based upon the overall class average of the following:

- Exams
- Discussion Papers
- Class Participation and Attendance

All grades are based upon the Exams and Assignments, Class Participation, and Attendance. Nothing else is considered in this grading policy; there is no “make up” work, extra credit, or any other factors that will be considered in your final grade.

TEACHING STRATEGIES

My method of teaching is through the use of lecture, PowerPoint presentations, videos, class discussion, and class participation.

It goes without saying that the sole use of conventional lectures can often times be dry, and sometimes uninteresting, leading to an overall lack of understanding and learning. As such, when I conduct lectures, I do so with the understanding that students may question, discuss, and participate. The purpose of lectures will be to focus attention on specific topics and to lay a foundation for future class discussion. You will find that I employ the use of plain language, and I attempt to teach in a less formal means; hopefully, this makes the class easier to understand, and creates a more enjoyable learning environment.

On discussion days, you are expected to dialogue with me, and your classmates. These days are only for class discussions, no lectures will be undertaken, and I insist on constant communications during the class. I expect, and will anticipate that students will lead the discussions, and dialogue with each other for the class period.

During discussion days, dissent is welcome; however, you must provide evidence and support if you dissent; simply having an “opinion” is not necessarily a sound reason to argue against something. During discussions it is expected, and required that you exercise respect at all times for other’s views, questions, and or comments. Discussion days are not “free-for-all” periods designed for rhetorical commentary, or ridicule of others. Academically sound discussions should evoke questions, and comments, thus providing everyone with an opportunity to learn.

UNCG
HIS 223-01 and IGS 223-15
Modern Europe
Fall Semester 2009

Course Schedule

| August 2009 | | |
|-------------|---|--|
| Date | Topic | Assignment |
| 24 | Class Introduction: Syllabus: Why study Modern Europe? Why is the study of history important...or is it? | Read Handout on The Enlightenment and a brief introduction to Rousseau |
| 26 | The Enlightenment | Handout |
| 28 | The Enlightenment | Handout |
| 31 | Jean Jacques Rousseau: Political Philosophy | Read: <i>The Social Contract</i> , pages 1 - 25. |

| September 2009 | | |
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| Date | Topic | Assignment |
| 2 | Jean Jacques Rousseau: Political Philosophy | Read: The Social Contract, pages 26-63 |
| 4 | Jean Jacques Rousseau: Political Philosophy | Read: The Social Contract, pages 64-168 |
| 7 | NO CLASS: LABOR DAY HOLIDAY | |
| 9 | DISCUSSION DAY | DUE: Discussion Paper on Rousseau: Do you view Rousseau as a champion of democracy, or as a precursor to totalitarianism? Do you agree or disagree that Rousseau's political philosophy is influential in the spirit of political revolution? |
| 11 | The French Revolution | Read: Chapter 19 - A Revolution in Politics in Spielvogel Text: Western Civilization, Vol. C: Since 1789. |
| 14 | The French Revolution | Chapter 19 - A Revolution in Politics |

September 2009 (Continued)

| Date | Topic | Assignment |
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| 16 | The French Revolution | Chapter 19 - A Revolution in Politics |
| 18 | DISCUSSION DAY: Political Philosophy, The French and American Revolutions. | 1st EXAM: Chapter 19 in Western Civilization (Spielvogel Text) |
| 21 | The Industrial Revolution | Read: Chapter 20 - The Industrial Revolution and Its Impact on European Society in Spielvogel Text <u>1st TEST DUE in CLASS</u> |
| 23 | The Industrial Revolution | Chapter 20 - The Industrial Revolution |
| 25 | The Industrial Revolution | Chapter 20 - The Industrial Revolution |
| 28 | DISCUSSION DAY: Impact of Industrial Revolution on "Modernizing Europe." Who do we mean when we discuss "Modern Europe?" | Chapter 20 - The Industrial Revolution |
| 30 | Reactions, Revolutions, and the Emergence of Socialism | Read: Chapter 21 - Reaction, Revolution, and Romanticism, 1815-1850 in Spielvogel Text. |

October 2009

| Date | Topic | Assignment |
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| 2 | Reactions, Revolutions, and the Emergence of Socialism | Chapter 21 - Reaction, Revolution, Romanticism |
| 5 | Reactions, Revolutions, and the Emergence of Socialism | Chapter 21 - Reaction, Revolution, Romanticism |
| 7 | DISCUSSION DAY: Impact of the revolutions of 1830, 1848, and the emergence of Socialism in Europe | 2nd EXAM: Chapters 20 and 21 in Western Civilization (Spielvogel Text) |
| 9 | NO CLASS: FALL BREAK | |

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| 12 | NO CLASS: FALL BREAK | |
| 14 | Socialism | Read: Marx and Engels: The Communist Manifesto, page 3 - 26 2nd EXAM DUE in CLASS |
| 16 | Socialism | Read: Marx and Engels: The Communist Manifesto, page 193-258 |

| October 2009 (Continued) | | |
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| Date | Topic | Assignment |
| 19 | DISCUSSION DAY: Marx and Engels - The Communist Manifesto | Are Marx and Engels convincing in their political philosophy regarding the Proletariats, Capitalism, and the need for revolution? |
| 21 | An Age of Nationalism and Realism | Read: Chapter 22 - An Age of Nationalism and Realism, 1850-1871 in Spielvogel Text. DUE: Discussion Paper on Marx and Engels: What do Marx and Engels mean by the term "class conflict?" Why do they believe that capitalism is doomed? Do you disagree or agree with their positions? |
| 23 | An Age of Nationalism and Realism | Chapter 22 - Nationalism and Realism |
| 26 | Modernity and European Imperialism | Read: Chapter 24 - An Age of Modernity, Anxiety, and Imperialism, 1894-1914 in Spielvogel Text. |
| 28 | Modernity and European Imperialism | Chapter 24 - Modernity, Anxiety, and Imperialism |
| 30 | DISCUSSION DAY: Nationalism and Imperialism in an emerging "modern" Europe | What makes up the ideology of nationalism, and how did it develop? What are the effects of Imperialism on Europe? |

| November 2009 | | |
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| Date | Topic | Assignment |
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| 2 | World War I | Read: Chapter 25 - The Beginning of the 20th Century Crisis: War and Revolution in Spielvogel Text. |
| 4 | World War I | Chapter 25 - War and Revolution 3rd EXAM: Chapters 22, 24, and 25 in Western Civilization (Spielvogel Text) |
| 6 | DISCUSSION DAY: World War I, the effects of war on Europe, Treaty of Versailles, and the German State. | How did the war change Europe? How did Germany respond to loss, and what pressures did the German State face in the future? Did Europe change because of war, casualties, modern warfare, economies? |

| November 2009 (Continued) | | |
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| Date | Topic | Assignment |
| 9 | World War II | Read: Chapter 27 - The Deepening of the European Crisis: World War II in Spielvogel Text. |
| 11 | World War II | Chapter 27 - World War II 3rd EXAM DUE in CLASS |
| 13 | World War II | Chapter 27 - World War II Read: Levi, Survival in Auschwitz, page 9 -100 |
| 16 | The Holocaust | Read: Levi, Survival in Auschwitz, page 101-187 |
| 18 | DISCUSSION DAY: World War II and the Holocaust | Effects of the Holocaust on Europe and the West? How did the end of World War II usher in an era of growing dissent between Western Europe and Russia? Levi's experiences in Auschwitz? |
| 20 | The Cold War: The Emergence of a New Western World | Read: Chapter 28 - Cold War and a New Western World, 1945-1970. DUE: Discussion paper on Levi: How can you tell that Levi is writing this book from personal experience? Do you have reason to doubt him? What emotions does he exhibit in his descriptions of Auschwitz? |

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| 23 | The Cold War | Chapter 28 - Cold War and a New Western World |
| 25 | NO CLASS: THANKSGIVING HOLIDAY | Read: Ash, The Magic Lantern |
| 27 | NO CLASS: THANKSGIVING HOLIDAY | Read: Ash, The Magic Lantern |
| 30 | The Revolutions of 1989 | Read: Internet Article - http://www.eurozine.com/articles/2004-06-14-auer-en.html Read: Ash, The Magic Lantern |

| December 2009 | | |
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| Date | Topic | Assignment |
| 2 | The Revolutions of 1989 | Read: Internet Article - http://stanford.edu/group/europeanstudies/cgi-bin/Tismaneanu,Vladimir |
| 4 | DISCUSSION DAY: The Revolutions of 1989 - What effects did the Revolutions have on Eastern and Central Europe? Were these so called "revolutions" really revolutions at all? | Due: Discussion Paper on Ash: What does Ash say about the revolutions of 1989; were they revolutionary according to Ash? According to Ash, the ideas that were put forth during the revolutions were actually ideas that had been around since the French Revolution. Do you agree or disagree with Ash? Why? |
| 7 | Class Wrap Up: Final Discussions | 4th EXAM: Chapters 27 and 28 in Western Civilization (Spielvogel Text) ALSO: Selected questions on The Revolutions of 1989 |
| 9 | NO CLASS: READING DAY | |
| 11 | FINAL EXAM DUE IN CLASS | ALL STUDENTS MUST SUBMIT THEIR FINAL EXAM ON THIS DATE, NO EXCEPTIONS! |