



## LEARNING OUTCOMES

### History Department, in general

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.

### Course specific

3. Write a thesis statement (argument) that draws on primary source evidence.
4. Develop familiarity with major figures, movements, and events in modern European history from 1789 to the present.
5. Appreciate the historical roots of current political debates and cultural currents.
6. Develop greater self-understanding and intellectual direction.

## REQUIRED READINGS

Online readings and Ereserve, available on Blackboard, designated by\* (You will need to activate your computing account in order to gain access to Blackboard and disable pop-up blocks to permit readings to open in a separate window.)

The following books are available for purchase at the bookstore. (Several of these titles are also available for purchase as Ebooks through the bookstore. Consult the bookstore staff for more information.)

You may choose to purchase these books elsewhere but you need to *purchase the same edition* (check publisher and year) to facilitate class discussion:

Karl Marx and Friedrich Engels, *The Communist Manifesto* (Signet, 1998).  
ISBN: 0140447571

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Houghton Mifflin, 1999)  
ISBN-10: 0618001905

Primo Levi, *Survival in Auschwitz* (Touchstone, 1995)  
ISBN-10: 0684826801

## A NOTE ON TEXTS

This class offers a perspective on the study of history that will likely differ from the history classes you have taken until now. Rather than use a textbook, the class is organized around minimal historical narrative, key themes, and **primary sources**, or documents written by historical actors in their respective times periods.

The lectures, as a result, will offer some but not exclusively historical narrative. Instead they will focus on those events that you need to know in order to situate the **primary sources**, which will include political texts and treatises, memoirs, poetry, novels, music, fine arts, and film, in their specific time period. Lectures will then identify those “conditions of possibility” in a given time period that produced those **primary sources**.

Time will be allotted during class to analyze these **primary sources** in their historical context. **It is imperative that you come to class prepared to discuss the sources on the days designated in the syllabus.**

By the end of the semester, you will learn to situate a **primary source** in its historical context (where it comes from), what questions to ask of the documents (analysis), how to construct an argument that draws on a variety of sources (thesis), and to make broad thematic connections using this material (critical thinking).

## LOGISTICS OF SOURCES

Rather than assign you an expensive textbook, you are being asked to purchase three slim monographs (all of which you can purchase used). In addition, the majority of the readings assigned for the class are available through Online Readings or EReserves on Blackboard. **It is your responsibility to access these sources, print them, and bring them to the classes during the weeks in which they are discussed.** If you have questions about accessing material on Blackboard, please see 6Tech online [https://6-tech.uncg.edu/ra/login\\_raremedy.jsp?lang=en](https://6-tech.uncg.edu/ra/login_raremedy.jsp?lang=en) or call 336-256-TECH (8324).

In lieu of the cost of a textbook, students are encouraged to purchase a binder in which they keep these sources and bring the binder to class for accessibility, organization, and exam review.

**There will be one film that students are required to view in the class:** , which will be screened over the course of two classes. You are required to hand in a worksheet on the film on Friday, April 13<sup>th</sup> to receive full participation credit for the week. The final group presentations will also address the film, among other themes. If you miss class you are responsible for viewing the films on reserve at the Teaching and Learning Center in 134 McIver and at <http://www.uncg.edu/tlc/media/>.

## SYLLABUS

### Week 1: The Idea(s) of Europe

T, 8/20: Introduction to the course

In class, short film: Ettore Scola, '43-'97 (1996/1997)

TR, 8/22: The Birth of Ideology

**Reading:**

“Nègre,” Entry to the Encyclopédie (1772)\*

Johann Friedrich Blumenbach, “The Degeneration of Races” (1776)\*

Immanuel Kant, “What is Enlightenment?” (1784)\*; “Perpetual Peace” (1795)\*

*Skills Discussion 1: The Basics of Reading Historical Documents*

### Week 2: From Ideas to Politics

T, 8/27: Toward the French Revolution

**Reading:**

Jean-Jacques Rousseau, The Social Contract (1762)\*

Emmanuel Sieyès, “What is the Third Estate?” (1789)\*

“Declaration of the Rights of Man and the Citizen” (1789)\*

Olympe de Gouges, “Declaration of the Rights of Woman” (1791)\*

TR, 8/29: From Revolutionary Terror to Dictatorship

**Reading:**

Documents of the Sans-Culottes (1793)\*

Proceedings of the National Convention: “Make Terror the Order of the Day” (5 September 1793) \*

The Law of Suspects (17 September 1793)\*

### Week 3: Reactions to the Revolution

T, 9/3: Conservatism and Romanticism

**Reading:**

Edmund Burke, “Reflections of the Revolution in France” (1791)\*

William Wordsworth, “Tintern Abbey” (1798); and “The World Is Too Much with Us” (1807)\*

Samuel Taylor Coleridge, “Kubla Khan or, a Vision in a Dream: A Fragment,” (1816)\*

**Viewing, in class**

Paintings by Fuseli, Delacroix, Turner et al

**Tuesday, September 3: In class, Map and ID Quiz**

*Skills Discussion 2: Art as a Historical Document*

**TR, 9/5—CLASS CANCELLED**

**Begin:** Karl Marx and Friedrich Engels, *The Communist Manifesto*

**Week 4: Industry, Imagined and Experienced**

T, 9/10: Industrial “Revolution”

**Reading:**

Testimonies on Labor Conditions in Britain during the Industrial Revolution\*

**Book:** Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part I and II

*Skills Discussion 3: The Basics of Writing Papers*

TR, 9/12: Utopian Responses: Marxism, Socialism, Communism

**Reading:**

The Peterloo Massacre, 1819\*

Assorted documents on the Crystal Palace Exhibition (1851)\*

**Book:** Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part III and IV

*Paper Proposal Due (character, position, examples)*

**Week 5: Ideologies for a New World**

T, 9/17: Liberalisms: Good for the people?

**Reading:**

John Stuart Mill, from *On Liberty* (1859)\*

Documents for and against Jewish Emancipation\*

TR, 9/19: The Idea of the Nation

**Reading:**

Ernest Renan “What is a Nation?” (1882)\*

Immanuel Kant, “Perpetual Peace” (reread)

**Friday, September 20: First Paper Due, hardcopy outside Dr. Levine's office, MHRA 2117.**

**Week 6: States, Nations, and Empires**

T, 9/24: Building States, Italy and Germany

**Reading:**

Giuseppe Mazzini, *Duties to Country* (1860)\*

Heinrich von Treitschke, from *Politics* (1879)\*

**Book:** Begin Hochschild, *King Leopold's Ghost*

TR, 9/26: The Scramble for Africa: Empires in Europe

**Reading:**

Jules Ferry, Speech Before the French National Assembly (1883)\*

**Book:** Hochschild, *King Leopold's Ghost*

***Skills Discussion 4: Writing a Thesis Statement***

**Week 7: The Making of Bourgeois Europe**

T, 10/1: Bourgeois Civilization and Its Discontents: The Belgian Congo

**Reading:**

**Book:** Hochschild, *King Leopold's Ghost*

***Thesis Statement Due***

TR, 10/3: Bourgeois Civilization and Its Discontents: Vienna 1900

**Viewing, in class:** Gustav Klimt, *Beethoven Frieze* (1902)

**Friday, October 4: Second Paper Due (Mid-term), hardcopy outside Dr. Levine's office MHRA 2117**

**Week 8: The Sorrows of the Great War**

T, 10/8: The War in the Trenches

**Reading:**

General Friedrich von Bernhardi, *Germany and the Next War* (1914)\*

The "Blank Check" (July 6, 1914)

The Austro-Hungarian Ultimatum to Serbia (July 23, 1914)\*

**In class:** Wilfred Owen, “Dulce et Decorum Est”\*

TR, 10/10: Two Different Responses: Pacifism and Nationalism

**Reading:**

Ernst Junger, *Storm of Steel: From The Diary of a German Storm-Troop Officer on the Western Front* (1920), ix–xiii, 46–63, 300–318\*

Erich Maria Remarque, *All Quiet on the Western Front* (1929) \*

**Thursday, October 10: Quiz in class on World War I Documents**

**Week 9: Democracy and Its Discontents, I**

**T, 10/15—CLASS CANCELLED—UNCG FALL BREAK**

TR, 10/17: The Russian Revolution

**Reading:**

Prince Ukhtomskii, “Russia’s Imperial Destiny,” (1891)\*

Little Jewish Girl in the Russian *Pale* (1890)\*

Lenin, from *What is to be done?* (1902); *State and Revolution* (1918)\*

**Week 10: Democracy and Its Discontents, II**

T, 10/22: The Weimar Republic

**Reading:**

Treaty of Versailles: The Reparations Clauses (1919)\*

The Constitution of the German Republic (1919)\*

Paul von Hindenburg, “The Stab in the Back” (1919)\*

Thomas Mann, “The German Republic” (1922)\*

TR, 10/24: The Rise of Fascism

**Reading:**

Benito Mussolini, “The Doctrine of Fascism” (1932)\*

F. T. Marinetti, “The Futurist Manifesto” (1909)\*

**Thursday, October 24: Quiz (10 minutes) in class on inter-war ideologies**

**Week 11: Utopian Visions of Society**

T, 10/29: Stalinism

**Reading:**

Nikolai Bukharin, "Letter to Stalin" (1937)\*

George Orwell, "Looking back on the Spanish Civil War" (1942)\*

TR, 10/31: Hitler and the Nazis

**Reading:**

Hitler, from *Mein Kampf* (1923)\*

**Book:** Begin Primo Levi, *Survival in Auschwitz* (1995)

**Film, in class:** from Leni Riefenstahl, *Triumph of the Will* (1934)

**Week 12: The Second World War**

T, 11/5: Lebensraum and the European Theater of War

**Reading:**

**Primary documents TBA\***

**Book:** Primo Levi, *Survival in Auschwitz* (1995)

TR, 11/7: The Holocaust and the War Against the Jews

**Reading:**

Documents on the Final Solution\*

**Book:** Primo Levi, *Survival in Auschwitz* (1995)

**Week 13: Germany at the "Zero Hour"**

T, 11/12: "The Gray Zone": Surviving the Memories

**Reading:**

Heinrich Böll, "Breaking the News" (1947)\*

**Finish Book:** Primo Levi, *Survival in Auschwitz* (1995)\*

TR, 11/14: From Hot to Cold War

**Reading:**

Winston Churchill, "The Iron Curtain Speech"\*

**Friday, November 15: Third Paper Due, hardcopy outside Dr. Levine's office**  
**MHRA 2117**



## Week 14: New Europe, Old Europe

T, 11/19: End of Empire

### Reading:

Frantz Fanon, from *The Wretched of the Earth*\*  
The Onset of Turkish Labor Migration (1961) [GHDI: Vol. 8 Sec. 4 No. 1]\*

**In class,** Gilo Pontecorvo, *The Battle of Algiers* (1966)

TR, 11/21: Two Modern Revolutions: 1968 & 1989

### Reading:

Ulrike Meinhof, essays from *Everybody Talks About The Weather... We Don't*\*  
Vaclav Havel, "The Power of the Powerless," (1979)\*

## Week 15

T, 11/26: From 9/11 to 9/11: Integration and Disintegration in the New Europe

### Reading:

Ian Buruma, "Final Cut," *New Yorker*, January 3, 2005\*  
A Plea by Second-Generation Immigrants for Mutual Acceptance (May 13, 1982)  
[GHDI: Vol. 8 Sec. 4 No. 13]\*

**Due: Newspaper article analysis**

**Thursday, November 28—THANKSGIVING HOLIDAY—NO CLASS**

**Final Exam, TBD**

## ASSIGNMENTS

**Essay questions are provisional. Actual assignments will be handed out the week before they are due.**

**Quizzes (September 3<sup>rd</sup>, October 10, October 24):** A brief map and id quiz will be given in the third week. I will distribute a map ahead of time for you to memorize countries, important cities, rivers, and other geographical features. Subsequent quizzes will focus on the reading with ids and short questions. In most cases, questions will be taken from reading guiding questions given ahead of time. I reserve the right to add additional "pop" quizzes should students continuously show up to class unprepared. **There are no make-up quizzes. If you miss the quiz you receive a "0" for that quiz.**

**Newspaper assignment (due Tuesday, November 26):** Choose an article from a national paper (New York Times, Wall Street Journal, Washington Post, La Times) that connects to a theme we have looked at in the class thus far. The article must be from the period of this class, *i.e. not earlier than January 2011*. In two pages please address the following questions: What is the subject and main argument in the article? How does the article illustrate the consequences or legacy of a central issue in the class? The goal of this assignment is to understand the origins of our current political, economic, and cultural environment and to reflect on how history can be useful for engaging as citizens of America and the world.

**First Paper Assignment, Thinking like an Historian: (due Friday, September 20):** Choose a historical character – such as a conservative politician, a liberal reformer, a worker, or a factory owner – from the early 19<sup>th</sup> century. In the voice of your character, write a 4 to 5 page double-spaced response to the claims made by Marx and Engels in *The Communist Manifesto*. Do you agree or disagree with their arguments? What might you find provocative or dangerous about their assertions? Remember to be true to the ideas and “mentalities” of the time period; be careful not to impose your 21<sup>st</sup> century sensibilities on your character. It is essential to demonstrate both an appreciation of your character’s interests and goals, as well as an understanding of the arguments and claims of Marx and Engels. Your paper will be graded on creativity, persuasiveness, and ability to “think” in the historical period.

**Second Paper Assignment (Mid-term), Writing a Thesis Statement: (due Friday, October 4):** Write a 4-5 page double-spaced paper that assesses the argument in Adam Hochschild’s *King Leopold’s Ghost*. What is the role that Africa plays for European identity, economics, and politics as argued by Hochschild? What kind of evidence does he bring to bear on his story? For this paper you will be required to come up with your own thesis statement. Your paper will be graded first and foremost for its ability to present a cogent and coherent argument.

**Third Paper Assignment, History’s challenges: (due Friday, November 15):** Primo Levi’s memoir *Survival in Auschwitz* tells a harrowing story of his arrest by the Italian fascists and deportation and time in Auschwitz. In doing so, he also poses many challenges to the study of history: What is the individual’s role in the scope of historical events? Does history leave us equipped to answer questions about human nature? And how does memory support or resist historical evidence? Picking one of these themes—the individual, human nature, and memory—devise a 4-5 page double-spaced paper with a valid thesis claim. For this paper you will be graded not only on the thesis, but also, on your ability to support it with appropriate evidence and present in a persuasive manner.

**Final Exam (TBD):** There will be a final exam for this class with definitions of key terms and events mentioned in lectures, identification of passages from texts, images (film and painting) discussed and viewed in class, and one short essay on themes traced throughout. Each of these sections will be weighed equally.

## RULES AND PROCEDURES

### Late Work

**No late work is accepted.** All students are required to complete all assignments for the course on the due date specified.

### Attendance

**Attendance at class is mandatory.** You may miss up to three classes throughout the semester without penalty. After you miss three classes, you lose a point for every class missed from your participation grade (see below). **I reserve the right to withdraw you from the course if you miss six or more classes.**

In accordance with new statewide regulations, students are permitted a minimum of two excused absences due to religious observance. If you plan to be absent due to religious observance, please notify me in advance by email.

### Punctuality

It is imperative that you come to class on time. The lecture starts at the beginning of the hour and ends ten minutes before the hour on the dot. If you arrive late, you miss vital information about assignments given at the beginning of class. Similarly, it is also appreciated if you do not pack up your things until after the lecture is complete. **In an effort to encourage punctuality, three late arrivals will constitute one absence, and therefore, the removal of one participation point, as described above.**

### Cell phones & Laptops

**There are no laptops permitted in this classroom.** Students are encouraged to take notes on paper and transfer your notes to laptops during your exam preparation.

Your cell phone must be turned off before class begins and remain out of view. **If your phone is viewable or goes off in the classroom, you will receive a failing grade for participation/attendance on that day and you will be asked to leave.**

**Students who abuse technology in the classroom risk earning a failing grade for participation/attendance and being removed from the course.**

### Name Cards

You will receive a name card on the first day of class. It is your responsibility to keep the name card and bring it to class. You must keep the name card in front of you at all times and should expect to be “cold called” for discussion.

### Academic Integrity

All students are expected to abide by the UNCG Honor Code. Please visit the following link: Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>. Depending on the severity of the offense, students risk receiving a final grade of F for the course or being expelled from the university.

### **Adverse Weather Conditions**

If you think that the university might be closed due to weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the university's website ([www.uncg.edu](http://www.uncg.edu)). If the university is open, I will hold class.

### **PARTICIPATION AND GRADING**

Attendance and participation is an essential part of this class. Class time will be divided between the instructor's lectures, which will provide crucial historical context and thematic overview, discussions of the texts (reading, viewing, listening) assigned for that week, and workshops of specific historical skills, including thesis writing and paper preparation.

**Students will receive guiding questions for the readings and are expected to come to class prepared to answer and discuss the guiding questions.** The class goals are to engage one another in friendly debate, to express opinions, and to learn from one another.

**Participation will be noted on a daily basis in accordance with these expectations.**

### **OFFICE HOURS**

Office hours will be held on Thursdays from 3:30–5:30pm. They are an open time when you are welcome to come visit the instructor with questions about the readings and class discussion. You are encouraged to see the instructor, in particular, if you are having difficulty with the readings or speaking in class, or in anticipation of an upcoming paper. If you cannot make the regularly scheduled office hours, please feel free to make another appointment.

#### **Grading will be weighed according to the following formula:**

Attendance (including punctuality)	5%
Participation	10%
Quizzes and newspaper assignment:	10% ((average)
First Paper:	15%
Second Paper:	15%
Third Paper:	15%
Final Exam:	20%
Oral presentations:	10%

**Have a great semester!**