Instructor: Christopher Davis  
Email: cwdavis@uncg.edu  
Office: 2710 MHRA Building  
Office Hours: Available by appointment 8:00-5:00 Monday-Friday  
Class Location and Time: 1214 MHRA Building, TR 5:00-6:15

King Louis XVI - “Is it a revolt?”  
Duke Frederic – “No, Sire. It is a revolution.”

“Without perestroika, the Cold War simply would not have ended. But the world could not continue developing as it had, with the stark menace of nuclear war ever present”  
-Mikhail Gorbachev

Course Description  
During the two hundred years between 1789 and 1989, the European continent experienced periodic political, social and economic upheavals, each of which shaped what we would call the modern world. In each of these events, whether it was the French revolution or the Bolshevik Revolution, previous institutions were overthrown in the hopes of creating a new and better society. Nevertheless, in each case these attempts at building a better society resulted in escalating violence and conquest. In this course we will be exploring events which include the French Revolution, the Napoleonic Wars, the Industrial Revolution, the rise of nationalism, fascism, communism, and the rise and fall of the Soviet Union. In order to understand these events, we will be exploring them through the lens of empire. In doing so, we will be asking the questions “What causes revolutions, even ones based on anti-imperialism, to take on imperial ambitions?” and “What are the consequences of empire that have shaped the world then and now?”.

This course will provide an invaluable and interdisciplinary skillset to history majors and nonmajors alike by teaching how to critically interpret and analyze the past. The main goal of
this course is to teach students how to understand changes over time, be able to describe how and why these changes occurred, and to use primary and secondary historical sources as evidence for interpretation and analysis. Students should by the end of this course also have a greater understanding of how the causes and consequences of the various European revolutions have shaped the world in which they live today.

**Course Goals and Outcomes:**
A. General Education Historical Perspectives Student Learning Outcomes (GHP)
   1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (GHP 1)
   2. Use evidence to interpret the past coherently, orally and/or in writing. (GHP 2)

B. The Global Perspectives Student Learning Outcomes (GL)
   1. Find, interpret, and evaluate information on diverse cultures.
   2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
   3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

**Required Reading:**


Any additional readings will be made available on Canvas. Be sure to read these before class along with the regular reading in order to participate in class discussion.

**Writing Assignments:**

There will be three writing assignments for the course this semester. Use MLA format and 12-point font when writing these papers. Handouts with further information will be provided in advance.

**Assignment 1: Historical Interpretation Writing Assignment** - In response to the in-class video on August 21, write a 1-2 page analysis of the problems faced by those trying to reconstruct a historical event that were covered in the video “Living Witness”. When historians in this story encounter someone who was present at a major historical event 800 years ago, what are some of the “facts” that they got wrong? Why are some reluctant to believe the “living witness”, and why are others willing to embrace his version of events? How does his version impact issues within that society? **Due August 29**
Assignment 2: Mid-Semester Writing Assignment - Between 1789 and 1799, France went from being an absolutist monarchy to a republic and then to becoming an empire. Was the rise of the Napoleonic Empire a betrayal of the enlightenment ideals that sparked the French Revolution, or was it the inevitable conclusion? Provide a 3-5 page paper explaining your answer based on the course readings. Due October 8.

Assignment 3: Final Writing Assignment - U.S. President Ronald Reagan famously referred to the Soviet Union as “The Evil Empire”, yet the Soviet Union had been founded by a movement that proclaimed itself anti-imperialist. Based on what you have learned from the readings and class discussions, is it accurate to describe the Soviet Union as an empire? Why or why not? Provide a 3-5 page paper explaining your answer based on the course readings. Due December 3.

Class Performance Evaluation
UNCG defines the grading system for undergraduates as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Excellent</td>
<td>Achievement of distinction in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.</td>
</tr>
<tr>
<td>B = Good</td>
<td>General achievement superior to the acceptable standard defined as a letter grade of C. It involves excellence in some aspects of the work, as indicated in the definition of A.</td>
</tr>
<tr>
<td>C = Average</td>
<td>The acceptable standard for graduation. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention</td>
</tr>
<tr>
<td>D = Lowest passing grade</td>
<td>Work falling below the acceptable standards defined as a letter grade of C but which is of sufficient quality and quantity to be counted in the hours of graduation, if balanced by superior work in other courses.</td>
</tr>
<tr>
<td>F = Failure</td>
<td>Indicates failure that may not be made up except by repeating the course</td>
</tr>
</tbody>
</table>

Grading Scale (point system)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
</tr>
<tr>
<td>A</td>
<td>96-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Percentages of Final Grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Writing Assignment 1</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>15%</td>
</tr>
<tr>
<td>Writing Assignment 2</td>
<td>15%</td>
</tr>
</tbody>
</table>

Class Policies

1) ATTENDANCE
Attendance at class meetings is not only required but is also essential to passing this course. Students are permitted three unexcused absences, and excused absences will require either a doctor’s note or some other form of legitimate documentation. If a student has more than six absences, it may result in being dropped from the class. Along with the expectation that students attend this course, it is also expected that students be on time. Students must arrive within the first three minutes of class, and remain for the duration of the class, to receive full attendance. Three instances of tardiness by an individual student will be counted as an absence.

2) CLASS PARTICIPATION
As mentioned earlier, attendance is required and essential. Class participation is the reason it is essential. Because demonstrating that they are analyzing and interpreting historical events and materials is the primary goal of this course, students are expected to demonstrate that they have read the required material prior to the assigned class and be prepared to discuss it. Class participation will be graded based on answering the guiding question for each week’s discussion prior to the start of Thursday class. Thursday’s are designed for class discussion and it is expected that everyone will be prepared to discuss the topic.

3) LATE ASSIGNMENTS
Assignments that are not turned in by electronically by 11:59pm of the assigned due date will be deducted 10 points from 100 for each day it is late. Assignments not turned in within ten days of the due date will not be accepted.

4) PLAGIARISM AND ACADEMIC INTEGRITY
Plagiarism in any form will not be tolerated. Historical study and research relies on the proper use of primary and secondary sources, and students are expected to properly cite any materials that are used in their writing assignments. Any instance of plagiarism will result in a zero for the assignment and will be reported to the Dean of Students Office for appropriate action. Blatant plagiarism (such as copying and pasting text) or cheating will be grounds for failing the course and will be reported to the Dean of Students Office. For the full Academic Integrity Policy of the University, go to the website listed here: https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view

5) ELECTRONIC DEVICES
Laptops and tablets are acceptable to have in class during Tuesday lectures for notetaking purposes, but no electronic devices are allowed during Thursday discussion sessions. Cellphones must be turned off during the duration of ANY class, and NO electronic devices are permitted during exams.

Course Schedule

Week 1

August 20 – Introductions, review of the syllabus, the topics to be covered, and course expectations.
August 22 – In class video on the issues of historical interpretation. Instructions for the writing assignment based on the video will be handed out at the end of class and will be due August 29.

Week 2

August 27 – THE FRENCH REVOLUTION – The Ancien Regime and Its Downfall
Readings: The French Revolution, Chapters 1-3, 10-12

August 29 – Question for Class: Why did a revolution based on the principles of the enlightenment result in The Great Terror?
Readings: The French Revolution, Chapters 18, 21, & 23/Three Speeches by Robespierre (uploaded to Canvas):
http://www.tees.ac.uk/schools/lahs/rev_france/docs/robespierre_all.htm

*Historical Interpretation Writing Assignment due in class

Week 3

September 3 – THE FRENCH REVOLUTION – From Republic to Empire
Readings: The French Revolution, Chapters 11, 15, & 19

September 5 – Question for Class: How did a revolution based on liberty become a movement of imperial conquest?
Readings: The French Revolution, Chapter 24/German History, Chapter 3/The Haitian Revolution, Chapter 6 (uploaded to Canvas)

Week 4

September 10 – THE FRENCH REVOLUTION (REVISITED) – (How) Did it end?
Readings: The French Revolution, Chapter 25

September 12 – Question for Class: When did the French Revolution finally come to an end?
Readings: TBD (uploaded to Canvas)

Week 5

September 17 – THE REVOLUTION OF 1848 – The Victory of Conservatism
Readings: German History, Chapter 14

September 19 – Question for Class: Why did the “People’s Spring” fail?
Readings: German History, Chapter 15, TBD (uploaded to Canvas)

Week 6
September 24 – THE RISE OF NATIONALISM – German and Italian Unification
   Readings: German History, Chapter 15/The White War, Chapter 1 (uploaded to Canvas)

September 26 – Question for Class: In what ways were the balance of power in Europe affected by the rise of these two new nation-states?
   Readings: German History, Chapter 18/TBD (uploaded to Canvas)

Week 7

October 1 – THE TURN OF THE CENTURY – The Path to Apocalypse
   Readings: A World Undone, Chapters 2 & 3 (uploaded to Canvas)

October 3 – Question for Class: What role did the rise of national identity among the European Powers play in causing the First World War?
   Readings: A World Undone, Chapter 1/Sources of Twentieth Century Europe, Chapter 2.3 (uploaded to Canvas)

Week 8

October 8 – Review for the Mid-Term Exam (First Writing Assignment Due)

October 10 – Mid-Term Exam in Class

Week 9

October 15 – Fall Break (No Class)

October 17 – The World Goes to War
   Readings: A World Undone, Chapter 8 & 9

Week 10

October 22 – THE CONSEQUENCES OF NATIONALISM – The First World War
   Readings: A World Undone, Chapters 22, 33, 35

October 24 – Question for Class: What opportunities were there for a lasting peace, and why did they fail?
   Readings: The World War I Reader 5.1 & 5.2

Week 11
October 29 – THE CONSEQUENCES OF NATIONALISM – The Russian Revolution  
Readings: A Vision Unfulfilled, Chapter 3

Halloween – “J’Accuse!” (In class viewing of a portion of the 1919 film, followed by discussion of this WWI ghost story)

Week 12

November 5 – THE RESURGENCE OF NATIONALISM- The Rise of Totalitarianism in Germany, Italy, Spain and the Soviet Union  
Readings: Totalitarianism, Chapter 2/Fascists, Chapter 9 (uploaded to Canvas)

November 7 – Question for Class: How did the right-wing movements of German, Italian, and Spanish totalitarianism compare/contrast with the left-wing movements of Soviet totalitarianism?  
Readings: Sources of Twentieth Century Europe, Chapters 3.8, 3.9., 4.1, 4.4. & 4.9 (uploaded to Canvas)

Week 13

November 5 – THE CONSEQUENCES OF NATIONALISM – The Second World War  
Readings: Fascists, Chapter 4 (uploaded to Canvas)

November 7 – Question for Class: What roles did nationalism and empire play in the Holocaust?  
Readings: Sources of Twentieth Century Europe, Chapter 5.5, 5.8. & 5.13 (uploaded to Canvas)

Week 14

November 12 – NEW WORLD ORDER – The Soviet Union and Cold War Europe  
Readings: A Vision Unfulfilled, Excerpts from Chapters 8 and 9 (uploaded to Canvas)

November 14 – Question for Class: Was the Soviet Union imperial or anti-imperial?  
Readings: A Vision Unfulfilled, Excerpts from Chapters 9 and 10 (uploaded to Canvas)/Sources of Twentieth Century Europe, Chapter 3.9 & Chapter 6.4 (uploaded to Canvas)

Week 15

November 19 – NEW WORLD ORDER – The Collapse of the Soviet Union  
Readings: A Vision Unfulfilled, Excerpts from Chapters 11 and 12 (uploaded to Canvas)
November 21 – Question for Class: Did imperialism end the Soviet Union?  
Readings: *A Vision Unfulfilled, Excerpts from Chapter 12* (uploaded to Canvas)/ *Sources of Twentieth Century Europe, Chapter 9.1 & 9.2* (uploaded to Canvas)

**Week 16**

November 26– Recap and Review

November 28 – Thanksgiving Holiday (No Class)

**Week 17**

December 3 – Last day of class (Final Writing Assignment Due)