

# History 223-01: European Revolutions, 1789-1989

Fall 2020

3 credit hours

Format: Online

## Instructor Information:

Dr. Teresa Walch

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Office Hours: via Zoom on Wednesdays 1:00-3:00pm, and by appointment

## Description:

This course will introduce you to the major historical events in Europe from the French Revolution to the present and explores various political, social, cultural, and economic developments during this time period. We will attempt to answer a multitude of questions, such as: What is Europe and who is European? How did Europe industrialize and come to dominate the world in the nineteenth century? Why did its hegemony weaken in the twentieth century? Why was Europe so often wracked with revolution, war, and terror during the past two centuries, and what ideologies encouraged these various historical events? How have notions of “Europeanness” evolved in the modern era?

## Student Learning Outcomes:

The course has several learning outcomes that are important for both the study of history and for your general education at UNCG. Upon successful completion of this course, students will be able to:

1. describe the major political, social, cultural, and economic developments in modern Europe.
2. analyze a multitude of primary sources from various perspectives, scrutinizing the documents’ historical contexts, intended audiences, and purpose.
3. identify, compare, and critique arguments in secondary sources.
4. explain the multiple causes of historical change.
5. articulate plausible arguments of their own, based on evidence from multiple sources (primary, secondary, novels, etc.) in written assignments.

The course specific SLOs are designed so that they also address the History Department SLOs and the General Education Core (GEC) SLOs listed below.

### **History Department SLOs:**

- A. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
- B. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]

### **General College Historical Perspective (GHP) SLOs:**

- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
- Use evidence to interpret the past coherently, orally and/or in writing.

**General College Global (GL) SLOs:**

- Interpret or evaluate information on diverse cultures, polities, and/or intellectual traditions.
- 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).
- Use diverse cultural frames of reference and alternative perspectives to analyze issues.

**Required Books:**

1. Charles Dickens, *Hard Times* (New York: Signet Classics, 2008). ISBN: 9780451530998 (also available as a [multi-user e-book](#) via Jackson Library.)
2. Erich Maria Remarque, *All Quiet on the Western Front* (New York: Random House, 2015). ISBN: 9780449213940
3. Buchi Emecheta, *Second-Class Citizen* (New York: George Braziller, 1974). ISBN: 9780807610664

You may purchase all required books via the [UNCG bookstore](#), online, or elsewhere. I recommend that you purchase the editions specified by the ISBN number listed above, but I realize that other versions may be more readily available and/or cheaper. For example, if there are different editions of the above books you wish to order online, feel free to order whichever one works best for you. Copies of all required books are also available via Jackson Library, either as an e-book (indicated above) or on reserve as a hard copy in the library. All other required readings and materials will be available on Canvas.

**Assignments & Grading:**

**Participation (primarily via the Weekly Discussions)** (SLOs 1, 2, 3, 4 & 5) – Each week, I will post a prompt on the week’s discussion board that relates to the weekly readings and materials. You must regularly contribute to the discussion before Sunday @ 11:59pm each week. Within your posts, I also encourage you to pose your own questions and insights and to challenge and debate arguments that arise in the readings and via the discussion board. Additional assignments, surveys, and quizzes will also count toward part of your participation grade.

Detailed instructions for the Weekly Discussions are posted on Canvas. Your active participation in this course via the weekly discussions is vital to your grade as well as to your success in and enjoyment of this course. It is important that you complete the required readings and assignments in each module so that we can dig deeper into the course themes via the weekly discussion board. My recorded lectures supplement but do not replace or duplicate the required readings.

**Primary Source Assignment** (SLO 2) – The purpose of this assignment is to help you apply some of the tools you have acquired after we have discussed how to analyze primary sources. Working together in pairs, you will analyze several primary sources on your own that have differing perspectives on the same event.

**Secondary Source Assignment** (SLO 3) – The purpose of this assignment is to help you apply some of the skills you have acquired after we have discussed how to critically analyze secondary sources. In this assignment, you will work together in pairs to identify, compare, and contrast the arguments in two secondary sources.

**Response Paper** (SLOs 2, 4 & 5) – In this course, we will read three novels (*Hard Times*, *All Quiet on the Western Front*, *Second-Class Citizen*). You will select one of them to write a 4-5-page response paper on,

answering an essay question I provide. Your paper should provide an appropriate introduction and should center around a lucid and well-developed thesis. You should then support this thesis throughout the paper with clear reasoning and ample and *specific* pieces of evidence from the book and/or other course materials. You will receive detailed prompts for each and further instruction on Canvas.

**Final Take-Home Exam** (SLOs 1, 4 & 5) – The final exam will be composed of two essay questions that relate to themes & materials from the entire semester.

Detailed prompts for the assignments & papers will be posted on Canvas.

Your final grade will be assessed as such:

- 30% – *Participation*
- 10% – *Primary Source Assignment*
- 10% – *Secondary Source Assignment*
- 20% – *Response Paper*
- 30% – *Final Take-Home Essay Exam*

#### Final Grade Scale:

Letter Grade	% points accumulated
A	≥ 93.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D	60.0-69.9
F	<60.0

#### Assignment Submission and Format:

You will submit all assignments in this course electronically on Canvas, either as a text entry, as a Word document, or other (as indicated on the specific assignment). No assignments will be accepted either by email or on paper. Your papers and final exam will be submitted via Turnitin.

## Policy on Late Work

**Weekly Discussions** – Late posts to the weekly discussion board will not be accepted (after Sunday @ 11:59pm). You may miss or be absent from 2 weekly discussions with no penalty, no explanation needed. For students who do not miss any weekly discussions, I will omit your two lowest-scoring grades from your final grade. Any more than two missed discussions will receive a zero for the assignment.

**Other Assignments** – The penalty for all other late assignments is 1/3 of a letter grade *for each day a paper is late* (including weekends). After 10 days late, the maximum grade an assignment can receive is 50%. If you think you will need an extension for any of these assignments, please get in touch with me *ahead of time*.

The final exam must be turned in on time, no exceptions.

## Communication

I will be in contact with you regularly throughout the semester. I will primarily update you via the “Announcements” feature in the course Canvas site. Announcements contain information relevant to the whole class. Please check Canvas each time you access the course for new announcements and read them promptly. If I need to contact you about an individual matter, I will send an *email* to your UNCG email account. Please also check your UNCG email daily.

If you have a question about the course or assignments, you have three options:

**1. Office Hours** – What are “office hours”? By “office hours,” professors mean the time they typically set aside in their weekly schedule to be in their offices to answer student questions. You may come to ask any questions you have about the course, assignments, etc. This semester, I will be offering virtual office hours via Zoom every Wednesday from 1:00-3:00pm. You can find the Zoom link for my office hours on Canvas. These are group office hours, so you may find yourself visiting my office hours along with several of your classmates. This can also be a wonderful opportunity for you to get to know some of your classmates better during the semester. There is a “waiting room,” however, so once you click on the Zoom link, you will need to wait until I approve you to join the office hours. If you wish to meet, and this time does not work for you (or if you wish to discuss more personal matters not conducive to group office hours), please contact me, and we will schedule a different appointment.

**2. General Discussion Board** – In most cases, the best place to post general questions related to course content, assignments, and materials is the “General Discussion Board” on Canvas. Your question will most likely be relevant for others in the class as well. I encourage you to post your questions here and to answer your classmates’ questions that you see here. This should be the default space for everyone to go with their questions. I will regularly check the discussion board to reply to any unanswered questions and comments. You may of course also contact me via e-mail, but please be aware that it may take me 24 hours or more to respond. You will most likely receive a response on Canvas much sooner.

**3. Email** – I will respond to emails sent to me Monday-Thursday within 24 hours. I will respond to emails received Friday-Sunday the following Monday. Please be aware that I am teaching this course from abroad, and I am seven hours ahead of North Carolina time. If it is 12:00pm in Greensboro, it’s 7:00pm for me. This means that I may respond to your emails at some strange hours according to NC time. If you email me about a matter that is already addressed in the syllabus or on Canvas, I will refer you to those places to find the answer. And if your question is relevant for the whole class, I will ask you to post it on the General Discussion Board.

### Technical Support:

I cannot answer or help you resolve any questions regarding technology. Students with technical issues with the course and email should contact 6-TECH for support either by email or phone or chat ([6TECH Help](#)). If you need some additional help and information with Canvas, please refer to this [Canvas Student Guide](#).

### UNCG Covid-19 Statement

Though not directly relevant for HIS 223, since we meet online, if you are on campus this semester, it is important to remember that as UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well-being of everyone around you. UNCG has created this video featuring the student body presidents to better explain how and why this is so important. Please watch this video before the first day of classes: <https://youtu.be/Mb58551qxEk>.

### Health and Wellness Statement

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu).

### Academic Integrity

All the work you submit in this course must be your own. You are expected to properly cite and acknowledge any material that you quote, paraphrase, or summarize. Your papers and final exam will be submitted via Turnitin. Each student is required to sign UNCG's Academic Integrity Policy on all major work submitted for the course. If you have any questions, I encourage you to visit UNCG's webpages on [plagiarism](#) and [academic integrity](#). Please also carefully read UNCG Writing Center's handout on "[Avoiding Plagiarism](#)."

## Accommodations

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, [oars.uncg.edu](http://oars.uncg.edu).

## Religious Holidays:

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with me in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: [UNCG's Religious Obligations Policy](#).

## Note on Syllabus Materials & Updates:

The listed readings below constitute only some of the assigned readings and materials. In each module on Canvas, you will find the complete list of materials (all required readings, lectures, videos, etc.) for each week, so please refer to each module as the authoritative list.

If needed, there may also be adjustments to the syllabus and calendar throughout the semester. In such cases, I will notify you with an updated syllabus and calendar within a reasonable timeframe.

## Course Schedule

### Week 1 (August 18-23) – Introduction to Modern Europe

Readings:

- Richard J. Evans, "What is European History? Reflections of a Cosmopolitan Islander," *European History Quarterly* 40, no. 4 (2010): 593-605.
- Immanuel Kant, "What is the Enlightenment?"

### Week 2 (August 24-30): The French Revolution

Readings:

- Abbé Siéyès, "What is the Third Estate?"
- French National Assembly, "The Declaration of the Rights of Man and Citizen"
- Maximilien Robespierre, "Justification of the Use of Terror"
- Olympe de Gouges, "Declaration of the Rights of Woman"
- William A. Pelz, "The Rise of the Third Estate: The French People Revolt," in *A People's History of Modern Europe* (London: Pluto, 2016), 40-51.

### Week 3 (August 31-September 6): Napoleonic Europe & Restoration Europe

Readings:

- Abd Al-Rahman Al-Jabarti, "Chronicle of the French Occupation" (e-reserve)
- Klemens von Metternich, "Political Confession of Faith"
- Joseph de Maistre, "Essay on the Generative Principle of Political Constitutions"
- Carlsbad Decrees
- Selections from Johann Gottlieb Fichte, "Addresses to the German Nation"

#### Week 4 (September 7-13): The Industrial Revolution

Readings:

- Charles Dickens, *Hard Times*

**Primary Source Assignment – due by Sunday, September 13 @ 11:59pm.**

#### Week 5 (September 14-20) – Nationalism & New Imperialism

Readings:

- Giuseppe Mazzini, The Duties of Man
- Otto von Bismarck, “Iron and Blood” speech
- Bismarck’s Anti-Catholic Laws
- Lin Zexu, Letter of Advice to Queen Victoria

#### Week 6 (September 21-27) – Scientific & Cultural Revolutions

Readings:

- Charles Darwin, *On the Origin of Species*
- Filippo Tommaso Marinetti, *Manifesto of Futurism*

**\*\* *Hard Times* response paper due on Sunday, September 27 @ 11:59pm (if you choose this paper)**

#### Week 7 (September 28-October 4) – World War I

Readings:

- Erich Maria Remarque, *All Quiet on the Western Front*

#### Week 8 (October 5-11) – Interwar Europe

Readings:

- Detlev Peukert, *The Weimar Republic: The Crisis of Classical Modernity*, trans. Richard Deveson (New York: Hill and Wang, 1992), 3-18.
- Eric Weitz, *Weimar Germany: Promise and Tragedy*, Weimar Centennial Edition (Princeton and Oxford: Princeton University Press, 2018), 401-408.
- Excerpts from The Treaty of Versailles
- Adolf Hitler on the November Revolution
- Woodrow Wilson’s “Fourteen Points” Speech

**Secondary Source Assignment – due by Sunday, October 11 @ 11:59pm.**

#### Week 9 (October 12-18) – Nazi Germany & World War II

Readings/materials:

- Excerpts from Hitler, *Mein Kampf*
- Munich Agreement
- Neville Chamberlain, “Peace for Our Time” statement
- “A Concentration Camp for Political Prisoners” newspaper article

**\*\* *All Quiet on the Western Front* response paper due on Sunday, October 18 @ 11:59pm (if you choose this paper)**

### Week 10 (October 19-25) – The Holocaust

Readings:

- Nuremberg Laws
- The Wannsee Conference Minutes
- \*\* watch a video testimony from a Holocaust survivor – instructions forthcoming

### Week 11 (October 26–November 1) – Postwar Europe

Readings:

- begin Buchi Emecheta, *Second Class Citizen*
- The Marshall Plan
- Truman Doctrine
- Winston Churchill, “The Iron Curtain Speech”

### Week 12 (November 2–8) – Decolonization & the New Left

Readings:

- finish Buchi Emecheta, *Second Class Citizen*
- Universal Declaration of Human Rights
- Algerian National Liberation Front, proclamation
- Geoff Eley, *Forging Democracy: The History of the Left in Europe, 1850-2000*, 341-404
- Simone de Beauvoir, excerpt from *The Second Sex: Existential Feminism*

### Week 13 (November 9–15) – Cold War Europe

Readings:

- Winston Churchill, “Iron Curtain Speech”
- Josef Stalin, “Reply to Churchill”
- Exchange of Notes on the Berlin Wall

### Week 14 (November 16–22) – Communism Collapses & Europe Today

Readings:

- *Solidarity*, Program
- Erich Honecker, Speech on the 40<sup>th</sup> Anniversary of the GDR
- Jörg Haider, “The Freedom I Mean”
- Mark Mazower, “What Remains: On the European Union”
- Thomas Risse, “A European Identity? Europeanization and the Evolution of Nation-State Identities”
- New York Times, “How a Sleepy German Suburb Explains Europe’s Rising Far-Right Movements”

**\*\* *Second-Class Citizen* response paper due on Sunday, November 22 @ 11:59pm (if you choose this paper)**

**FINAL EXAM due by Tuesday, December 1 @ 6:00pm**