

History 223-01: European Revolutions, 1789-1989

Fall 2021, 3 credit hours

Format: Online, asynchronous

Instructor Information

Dr. Teresa Walch

Email: tmwalch@uncg.edu

Office Hours: via Zoom on Thursdays 2:00-3:00pm, and by appointment

Graduate Assistant

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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 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 (SLOs)

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, General Education Core (GEC), and Minerva’s General Curriculum (MAC) SLOs listed below.

History Department SLOs:

- 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]
- 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, politics, 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.

MAC (Minerva's General Curriculum) SLO:

C6. Critical Thinking and Inquiry in the Humanities and Fine Arts:

- Through these courses, students acquire a working knowledge of the foundational tools for reasoning, including constructing sound arguments, evaluating the quality of evidence, and forming judgments about the evidence, arguments, and conclusions of others in Humanities and Fine Arts disciplines.
- Upon successful completion of this critical thinking and inquiry in the humanities and fine arts course, students will:
 - Critically analyze claims, arguments, artifacts or information.
 - Construct coherent, evidence-based arguments.

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 (also available as a [single-user e-book](#) via Jackson Library)
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 (Weekly Discussions & Quizzes) (SLOs 1, 2, 3, 4 & 5) – Your participation grade consists of your responses to the weekly discussion board and your scores on the weekly quizzes (any other additional assignments, surveys, and quizzes will also count toward part of your participation grade).

- **Weekly Discussion Board:** 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. Detailed instructions for the Weekly Discussions are posted on Canvas. Within your posts, I 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. 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.

- **Weekly Quizzes:** beginning in Week 2, you will also complete a weekly quiz on Canvas after you complete the assigned materials in the weekly module.

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. 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 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 have an appropriate introduction and center around a lucid and well-developed thesis. You should then support this thesis throughout the paper with clear reasoning and ample, *specific* pieces of evidence from the book and other course materials.

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 an assignment 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 each time you access the course on Canvas 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 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 Thursday from 2:00-3:00pm. 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 there 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 24-48 hours. I will respond to emails received Friday-Sunday the following Monday. 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 for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. 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:

- [Following face-covering guidelines](#)
- 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.

For additional information and UNCG's latest updates on Covid-19, please visit this page: <https://covid.uncg.edu/>.

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, 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.

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.

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 17-22) – 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 Enlightenment?"

Week 2 (August 23-29): The French Revolution

Readings:

- Jean Jacques Rousseau, "The Social Contract"
- Abbé Siéyès, "What is the Third Estate?"
- National Assembly of France, "The Declaration of the Rights of Man and Citizen"
- Olympe de Gouges, "Declaration of the Rights of Woman"
- Maximilien Robespierre, "Justification of the Use of Terror"
- 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 30–September 5): Napoleonic Europe & Restoration Europe

Readings:

- Abd Al-Rahman Al-Jabarti, “Chronicle of the French Occupation” (e-reserve)
- Napoleon letter to Toussaint Louverture
- Carlsbad Decrees
- Johann Gottfried von Herder, selections from “Materials for the Philosophy of the History of Mankind”

Week 4 (September 6–12): The Industrial Revolution

Readings:

- Friedrich Engels and Karl Marx, excerpt from *The Communist Manifesto*
- Charles Dickens, *Hard Times*

Week 5 (September 13–19) – Nationalism & New Imperialism

Readings:

- Giuseppe Mazzini, excerpts from *The Duties of Man*
- Otto von Bismarck, excerpt from “Iron and Blood” speech
- Lin Zexu, A Letter to Queen Victoria
- Rudyard Kipling, “White Man’s Burden”

**** Primary Source Assignment – due by Sunday, September 19 @ 11:59pm.**

Week 6 (September 20–26) – Scientific & Cultural Revolutions

Readings:

- Charles Darwin, excerpts from *On the Origin of Species*
- Filippo Tommaso Marinetti, “The Founding and Manifesto of Futurism”

**** *Hard Times* response paper due on Sunday, September 26 @ 11:59pm (if you choose this paper)**

Week 7 (September 27–October 3) – World War I

Readings:

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

Week 8 (October 4–10) – UNCG Fall Break (Oct. 9–12)

No readings or assignments due this week. Please work ahead on the Secondary Source Assignment (due at the end of Week 9, on October 17). Otherwise, enjoy fall break!

Week 9 (October 11–17) – 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.

- Woodrow Wilson, “Fourteen Points”
- Adolf Hitler on the November Revolution

Secondary Source Assignment – due by Sunday, October 17 @ 11:59pm.

Week 10 (October 18-24) – Nazi Germany & World War II

Readings:

- Adolf Hitler, excerpts from *Mein Kampf*
- Munich Agreement
- Neville Chamberlain, “Peace for Our Time” statement

**** All Quiet on the Western Front response paper due on Sunday, October 24 @ 11:59pm (if you choose this paper)**

Week 11 (October 25-31) – The Holocaust

Readings:

- The Wannsee Conference Protocol
- Doris L. Bergen, “Occupation, Imperialism, and Genocide, 1939-1945”

Week 12 (November 1-7) – Postwar Europe

Readings:

- Winston S. Churchill, “Iron Curtain Speech”
- Joseph Stalin, “Reply to Churchill”
- Harry S. Truman, The Truman Doctrine
- George Marshall, The Marshall Plan

Week 13 (November 8-14) – Decolonization & the New Left

Readings:

- Buchi Emecheta, *Second Class Citizen*
- Vietnamese Declaration of Independence
- Universal Declaration of Human Rights

Week 14 (November 15-21) – Cold War Europe

Readings:

- Margaret Thatcher, “Consensus – or choice?”
- Solidarity Union, “Twenty-One Demands: A Call for Workers’ Rights and Freedom in a Socialist State”

Week 15 (November 22-30) – Europe at the Turn of the Century

Readings:

- Helmut Kohl, “The Significance of European Integration”
- Mark Mazower, “What Remains: On the European Union”

**** *Second-Class Citizen* response paper due on Tuesday, November 30 @ 11:59pm (if you choose this paper)**

FINAL EXAM due by Monday, December 6 @ 11:59pm