

History 223
Spring 2005

The HISTORY of MODERN EUROPE

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Course Description

Europe's impact on the world in the modern period has been profound, and Europe today remains a vitally important region. The primary goal of this course is to introduce students to the issues and debates raised in modern European history (since about 1700). We will examine Europe's past (as much as possible) from the point of view of those who lived it, trying to understand events through their eyes, and we will examine alternative ways of interpreting modern European history by weighing the evidence and the merits of differing points of view.

The course is divided into two sections: Europe 1700-1850; and Europe 1850-present. We will approach the subject material from several perspectives, including political, social, economic, and cultural, with several themes in mind: war & peace; ideology/ religion; family/gender; social class; and technology.

Goals & Objectives

By the end of the course students will understand, firstly, that history is not just the memorization of dates and facts, but rather the interpretation of the past; and, secondly, that we tend to see modern Europe and the world through a number of basic assumptions that are not always accurate. Students will take from the class the skills to critically appraise historical arguments and to clearly express their own interpretations.

Readings:

Voltaire, *Candide*
Charles Dickens, *Hard Times*
Wiesel, *Night*
Kendrick, et. al Documents of Western Civilization
Spielvogel, Western Civilization (not required)
Reserve articles and online material designated below

Analytical Reviews:

You will write three papers based on *Candide*, *Hard Times*, and *Night*. These papers are designed to help you with paragraph development, organization, thesis construction, and the integration of secondary and primary sources. These papers will also help you prepare for classroom discussion.

Quizzes:

There will be eleven quizzes during the course of the semester. The lowest score will be dropped automatically. The quizzes will be based on Documents of Western Civilization and articles on electronic reserve. There are no make-ups for missed quizzes.

Participation

This assessment will be based on the following criteria:

1. Thorough preparation for this class is essential. All readings should be done before class. It is imperative that you have either handwritten or typed notes that outline the central questions and arguments of the assigned readings.

2. It is essential that you contribute to class on a consistent basis, that you intellectually engage with your peers, and that you are an active listener. In order to create an inviting environment for everyone to participate, please follow the guidelines:
 - Be ready to explain the broader argument and sub-themes of the assigned material and how the various readings fit together or diverge.
 - You should feel free to disagree with others, but be specific in your own assertions and support them with evidence. You should also be willing to change your mind and concede to others when they make persuasive, well-reasoned arguments. Please challenge each other in a polite and courteous manner.
 - The success of a discussion depends on group interaction. Listen carefully and respond to your peers. There should be a dynamic give-and-take between the discussion leaders and the rest of the class. This can only happen if you elaborate upon the assertions of classmates or ask for clarification if you don't understand. Simply answering the questions will not lead to vigorous debate, and the discussion leaders will end up giving a monologue.
 - Make your point succinctly, avoid repetition, and stick to the subject.

ATTENDANCE: Attendance is mandatory. Missing a class will hurt a student's overall performance. You are allowed **three excused absences**. For every absence after three you will lose **three percentage points from your final grade**. If you miss a class, it is **your** responsibility to get the notes for that day.

Assignments:

Analytical reviews (50 points each)	150 points
Participation	75 points
Quizzes (10 points each)	100 points
Midterm Exam	100 points
Second Exam	100 points
Final (Take Home Essay)	100 points

Exams: There are two exams. The exams cover *only* the part of the course for which they are designated (Midterm: Europe 1700-1850; Second exam: Europe 1850-present), so they are *not cumulative*. However, the final exam is a comprehensive Take Home Essay that draws on broad themes dealt with all semester.

Lecture & Assignment Schedule

January 11 Introduction to the Course

January 13 Pre-Modern & Early Modern Europe: Discussion of Reading

- Begin reading *Candide* by Voltaire;

January 18 Part I: Europe 1700-1850 The Age of Enlightenment & the Sun King

January 20 The Enlightenment (cont'd) & the Early Stages of the French Revolution: Discussion of *Candide* and **Paper due on Candide**

- Reading for next class: "Rousseau, Social Contract and Emile" in Kendrick (pp. 66-71)

January 25. The Early Stages of the French Revolution:

- **Quiz on** "Social Contract and Emile"
- Reading for next class: "Declaration of Rights of Man" in Kendrick (103-05)

January 27 The French Revolution

- **Quiz on** "Declaration of Rights of Man"

February 1 The French Revolution: Discussion of Readings

- Reading for next class: Burke, "Reflections on the French Revolution" in Kendrick (pp122-27)

February 3. The French Revolution: Order Restored

- **Quiz on** Burke, "Reflections on the French Revolution"
- Reading for next class: "Upon Becoming Consul" in Kendrick, 105-07

February 8 Napoleon's Rise to Power & the Napoleonic Wars

February 10 No Class

February 15 The Fall of Napoleon

BEGIN READING: *Hard Times* by Charles Dickens

February 17 The Origins of the Industrial Revolution

- Reading for next class: Smith “Increasing the Productive Power of Labor” and Smiles “Self Help,” and Engles, “The Working Class in England,” in Kendrick (111-115)

February 22 The Industrial Revolution (cont'd)

- **Quiz** on Smith, Smiles, and Engles

February 24 The Industrial Revolution:

- Discussion of *Hard Times* and **paper due** on *Hard Times*

March 1 Mid-Term Exam

Part II: Europe 1850-present

March 3 The Rise of Marxism

- Reading for next class: Marx, *The Communist Manifesto*, and Darwin’s *Origins of Species* and *The Descent of Man* in Kendrick (pp. 141-49)

March 15 Marx’s Critique of Capitalism:

- **Quiz** on Marx and Darwin
- Reading for next class: Mazzini, “On the Duties of Man,” Wordsworth, “The Tables Turned,” and Shelley, “England in 1819” in Kendrick (pp. 135-139)

March 17 The Rise of Nationalism & The Romantic Sensibility

- **Quiz** on Mazzini
- Reading for next class: Kipling, “The White Man’s Burden,” and Hobson, “Political Significance of Imperialism” in Kendrick (pp. 173-77)

March 22 European Colonialism: Discussion of Reading

- **Quiz** on Kipling and Hobson

March 24 Europe at the turn of the Century: Modernism

March 29 World War I: “The War to End All Wars”

- Reading for next class: “German Observations on the Treaty of Paris” in Kendrick (pp. 183-85)

March 31 World War I & its Aftermath: The Russian Revolution

- **Quiz** on “German Observations on the Treaty of Paris”
- **BEGIN READING:** *Night*
- Reading for next class: Wagner, “Judaism in Music,” von Treitschke, “On German Character,” “The Nazi Party Program,” and Hitler, “Mein Kampf” in Kendrick (186-89, 191-96)

April 5. The Rise of Fascism in Italy & Germany

- **Quiz** on Wagner, von Treitschke, “The Nazi Party Program, and Hitler”
- Reading for next class: “The Atlantic Charter,” “The Nuremberg Laws, 1935”
- **BEGIN READING** Night

April 7. Europe Engulfed: World War II

April 12 World War II (cont’d) & the Holocaust

- Reading for next class: Goring, “A Total Solution to the Jewish Population,” Himmler, “Combating the Gypsy Nuisance,” Himmler, “Speech of the Reichsfuehrer,” and Hitler, “Political Testament in Kendrick (215, 220-21, 223-25)

April 14. The Holocaust: Discussion of *Night*

- **Paper Due** on *Night*
- **Discussion:** Goring, Himmler, and Hitler
- **Quiz** on Goring and Hitler
- Reading for next class: The Yalta Conference, The Truman Doctrine, The Marshall Plan, Kennan, “The Sources of Soviet Conduct” in Kendrick (226-34, 235-38)

April 19 “Reconstruction” & the Origins of the Cold War

- **Quiz on** The Yalta Conference, The Truman Doctrine, The Marshall Plan, Kennan, “The Sources of Soviet Conduct,”

April 21 Cold War Europe & the Roots of Conflict in Yugoslavia

April 26 War in Yugoslavia

April 28 Second Exam **(Covers Part II only)**

May 3 Europe today **(Receive take-home final)**