

HIS 223-02: Modern Europe Spring 2009 (20 January 2009 – 5 May 2009)

Instructor: Mr. Joseph A. Ross

Email: jaross@uncg.edu

Phone: 334-3961

Office: 2103 Moore Humanities Building (corner of Spring Garden and Forest)

Office Hours: MWF 2:00 - 2:50 p.m.

I am typically only on campus on Mondays, Wednesdays, and Fridays. The best way to contact me is by email. I check my email at least once every day, most frequently in the early mornings. Please be patient as it may be 24 hours before I can respond.

Course Description

*"If history is educational . . . it must be an education in thinking and not merely in remembering."
~ C. V. Wedgwood*

This course covers historical periods from about 1789 (the French Revolution) up to the present. Since we will be looking at over 200 years of history, we will touch on the most significant historical events and developments. We will spend much of our time discussing events and ideas that emanated from England, France, Germany, and Spain, but we will also spend some time talking about eastern Europe.

Everything we examine in this course will focus on at least one of the following questions:

- What is the story of modern European history?
- How do historians construct and evaluate history?
- Why study history?

We will utilize primary sources (documents written in the period under discussion) in an attempt to answer these questions. In order to make good oral and written evaluations of the sources we will read, you must always consider the biases, both positive and negative, of the source. All historical sources are not created equally; you will need to make informed judgments about each of them.

The topics of our discussions will be roughly chronological—beginning with the events and ideas leading up to the French Revolution and concluding as close to the present day as possible—but we will be more concerned with analytical methods than with strict chronology. In other words, **students will spend more time in this class reading and analyzing primary source materials than they will memorizing dates and names.**

Learning Outcomes (LO)

*"Have the courage to use your own intelligence!"
~ Immanuel Kant*

Upon successful completion of the course, each student will be able to:

- A. trace the development of key themes in modern Europe and interpret their historical significance.

- B. construct an analytical essay using related primary source material as evidence to support an argument in answer to a specific historical question.
- C. explain the significance of excerpts from primary sources in relation to the development of the social, political, and cultural elements of modern western society.
- D. evaluate historians' analyses of historical events, paying special attention to the strengths and weaknesses of their arguments.

Required Texts (books you must buy)

Primary Sources (in chronological order)

Rousseau, Jean-Jacques. *The Social Contract*. Penguin, 2006. ISBN 9780143037491.

Marx, Karl & Friedrich Engels. *The Communist Manifesto*. Penguin, 2002. ISBN 9780140447576.

Levi, Primo. *Survival in Auschwitz*. New York: Simon & Schuster, 1996. ISBN 9780684826806.

Ash, Timothy Garton. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. New York: Vintage Books, 1999. ISBN 9780679740483.

Perry, Marvin et al. *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*, 7th ed. Boston: Houghton Mifflin, 2008. ISBN 9780547081946.

Recommended Text (books you may want to buy)

Secondary Source

Spielvogel, Jackson. *Western Civilization, Volume C: Since 1789*, 6th ed. Thomson Wadsworth, 2006. ISBN 9780534646073.

Teaching Strategies

This course will be conducted on the basic premise that learning is a two-way street. In other words, a constant **dialogue** carried on between students and the instructor will contribute to the most satisfying investigation of the subject. **Students who prefer a strict lecture-style format should drop the course.**

The purpose of lectures will be to focus attention on specific topics and to lay a foundation for future class discussion. The quality of class discussion will depend, to a great extent, upon the students' acceptance of the responsibility for completing all assigned readings prior to class meetings.

Rules & Procedures

Attendance

Be here every day on time. Students who are habitually tardy will be counted absent without exception. If unfortunate circumstances, such as illness or death in the family, prevent you from attending class, then that is understandable and excusable. However, I do not distinguish between excused and unexcused

absences. Students are either in class or they are not. Therefore, any students who miss more than 3 classes throughout the semester will see a four-point reduction in their overall grade. Especially truant students will not be able to pass the course.

Late Work

No late work will be accepted, and there are no appeals. All the deadlines are listed on the syllabus. Students who have special circumstances preventing them from turning in an assignment on time should communicate that information to me ASAP, preferably before an assignment is due. **Failure to turn in work on time will result in a grade of zero (0).** Student-athletes must make prior arrangements if they will be missing class on the day of an exam or when an assignment is due.

Cell phones & Laptops

Please turn off your cell phone **before** class begins. Please use your laptops responsibly. Students who abuse technology in the classroom risk being removed from the course.

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 grade of F on an assignment, a final grade of F for the course, or being expelled from the university.

The following statement must appear at the beginning of each discussion paper and exam essay:

I HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT.

[Student's Name]

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).

Grading Policies

Students must realize that they receive the grade they earn. I do not arbitrarily assign grades. Students should also keep in mind that a letter grade of A stands for "Excellent," whereas a B is "Above Average," a C "Average," a D "Below Average," and an F "Unsatisfactory."

A common student misconception is that everyone starts with full points and is marked down for errors or deficiencies. Submissions that meet all the standard requirements are average (C) papers (75% of total possible points). Submissions with errors, that fail to address all parts of the assignment, or that leave out major arguments or objections are graded down from there. Submissions that exceed the standard requirements and are superior to the average work are above average (B). Only work that is error free, meets all requirements, and demonstrates outstanding work for this course can earn an A.

Grade Breakdown for the Course

- | | | |
|-------|---------------------------------|-----------------|
| • 25% | Participation/Discussion Papers | (LO, A, C, D) |
| • 25% | Quizzes | (LO A, C) |
| • 10% | Exam #1 | (LO A, B, C, D) |
| • 15% | Exam #2 | (LO A, B, C, D) |
| • 25% | Exam #3 | (LO A, B, C, D) |

All grades are determined by the above assignments. No other factors will be considered when determining the final grade. There is **no** extra credit in this course. Anyone asking for special grading consideration will be referred to this policy.

Assignments (LO A, B, C, D)

"History is an argument without end."
~ Peter Geyl

Participation/Discussion Papers

Students are expected to come to class prepared and ready to engage each day's topic. This will require students to read the material for every class meeting, and to come to class with comments and/or questions. Students who are not comfortable sharing their unique point of view may still contribute to class discussion by asking questions.

On Discussion Days, I will present a series of questions based on the assigned readings for the previous lectures. Students will then provide their responses, and they are encouraged to debate larger historical issues with each other.

On those Discussion Days when we will be covering major primary sources (i.e., *The Social Contract*, *The Communist Manifesto*, *Survival in Auschwitz*, and *The Magic Lantern*) students must bring a short discussion paper to class based on the reading. Discussion papers should be brief, between 1 and 2 pages in length.

Quizzes

Since students are required to complete assigned readings **before** coming to class, at the beginning of every class meeting, they will complete a brief quiz to ensure that they have read and understand the material.

Exams

There will be three take-home essay exams (worth 10%, 15%, and 25%) based upon assigned readings and classroom lectures/discussions. These assignments will require students to answer one essay question, which I will provide. Essays must be analytical in nature, with a thesis statement and an argument.

Responses to the question must be based on the primary sources that we have looked at in this course. Students will be required to cite primary sources in their exam essays, and they should only cite sources that I have assigned. Students should not utilize any readings that have not been assigned for the course, especially websites.

Papers will be graded based on accuracy of information, thoroughness of argument, organization of ideas, and proper grammatical form, including spelling and punctuation. Essays must be composed using a word processor. The first two exams must be at least **600 words** in length (ca. 2 pages), while the final, cumulative exam should be at least **1200 words** in length (ca. 4 pages). All of the exams must be double-spaced and formatted with 1" margins on all sides using Times New Roman 12-point font.

***Schedule of Lectures and Readings:**

Perry, *Sources of the Western Tradition* = P

Spielvogel, *Western Civilization* = S

| Date | Topics & Videos | Assignments |
|---------------|--|--|
| 1/21- 1/23 | Introductions: What is History? Why Study History? Can We Trust Historical Interpretation? What is the Story of Modern Europe? | P, xiii-xviii |
| 1/26 | The Enlightenment | ! P, 50-62. |
| 1/28 | The Enlightenment (cont.) | ! P, 62-74. ! Rousseau, <i>The Social Contract</i> , 1-63 |
| 1/30 | DISCUSSION DAY | ! Rousseau, <i>The Social Contract</i> , 64-168 <i>DUE: Discussion Paper</i> (Post to Blackboard Discussion Board): ! <i>What does Rousseau mean by the "general will"? Do you view him as a champion of democracy, or as a precursor to totalitarianism?</i> |
| 2/2 | The French Revolution | ! P, 95-106 ! S, 532-544 |
| 2/4 | The French Revolution (cont.) | ! P, 113-117 ! S, 544-551 |
| 2/6 | Napoleon | ! P, 117-121 ! S, 551-559 |
| 2/9 | DISCUSSION DAY | <i>1ST EXAM PROMPT BECOMES AVAILABLE</i> |
| 2/11 | Industrial Revolution | ! P, 123-142 ! S, 562-569 |
| 2/13 | Industrial Revolution (cont.) | ! P, 142-146 ! S, 576-587 <i>DUE: First Exam</i> (submit through Blackboard) |
| 2/16 | DISCUSSION DAY | |
| 2/18 | Conservatism | ! P, 154-158 ! S, 589-598 |

| | | |
|----------|---|---|
| 2/20 | Liberalism, Nationalism | ! P, 158-160 ! S, 598-604 |
| 2/23 | DISCUSSION DAY | |
| 2/25 | The Revolutions of 1830, 1848 | ! P, 164-171 ! S, 605-609; 620-625 |
| 2/27 | Response to the Industrial Revolution | ! Marx & Engels, <i>The Communist Manifesto</i> , 191-233 (You don't need to read the introductory materials, but you should read the prefaces to the different editions.) ! S, 639-641 |
| 3/2 | DISCUSSION DAY | ! Marx & Engels, <i>The Communist Manifesto</i> , 234-275 <i>DUE: Discussion Paper</i> (Post to Blackboard Discussion Board): ! <i>What do Marx & Engels mean by the term "class conflict"? Why do they believe that capitalism is doomed? Do you agree with their position?</i> |
| 3/4 | National Unification: Germany | ! P, 227-238 ! http://www.fordham.edu/halsall/mod/germanunification.html |
| 3/6 | National Unification: Italy | ! http://www.fordham.edu/halsall/mod/1861italianunif.html |
| 3/9-3/13 | NO CLASS - - SPRING BREAK | |
| 3/16 | European Imperialism | ! P, 240-257 ! S, 701-714 |
| 3/17 | <u>LAST DAY TO DROP WITHOUT ACADEMIC PENALTY</u> | |
| 3/18 | European Imperialism (cont.) | ! P, 257-270 |
| 3/20 | Crisis in the Balkans | ! P, 298-317 ! S, 719-736 |
| 3/23 | DISCUSSION DAY | |
| 3/25 | The Russian Revolution | ! P, 323-327 ! S, 736-743 |
| 3/27 | Age of Anxiety | ! P, 272-296 ! S, 681-692 |
| 3/30 | DISCUSSION DAY | |
| 4/1 | The Treaty of Versailles | ! P, 318-323 ! http://www.yale.edu/lawweb/avalon/imt/partviii.htm (Article 231) |

| | | |
|------|---|--|
| | | ! S, 744-747 |
| 4/3 | The Interwar Period: Hitler's Rise to Power | ! P, 361-376; 389-402 ! S, 762-769; 782-787 |
| 4/6 | DISCUSSION DAY | 2ND EXAM PROMPT BECOMES AVAILABLE |
| 4/8 | World War II: Hostilities Begin | ! P, 403-413 ! S, 787-792 |
| 4/10 | NO CLASS - - GOOD FRIDAY | |
| 4/13 | DISCUSSION DAY | DUE: <u>Second Exam</u> (submit through Blackboard) |
| 4/15 | World War II: The Final Solution | ! P, 181-185; 376-383; 422-428 ! S, 642; 797-802 |
| 4/17 | World War II: D-Day to VE Day | ! P, 428-440; 445-448 ! S, 794-796 ! Levi, <i>Survival in Auschwitz</i> , 9-100 |
| 4/20 | DISCUSSION DAY | ! Levi, <i>Survival in Auschwitz</i> , 101-187 DUE: <u>Discussion Paper</u> (Post to Blackboard Discussion Board): ! <i>How can you tell that Levi is writing this book from personal experience? Do you have reason to doubt him? What emotions does he exhibit in his descriptions of Auschwitz?</i> |
| 4/22 | Europe in Ruins | ! P, 450-455 ! http://www.fordham.edu/halsall/mod/1947marshallplan1.html |
| 4/24 | The Cold War | ! P, 455-459 ! http://www.fordham.edu/halsall/mod/1946stalin.html ! http://www.fordham.edu/halsall/mod/1947TRUMAN.html ! S, 814-817 |
| 4/27 | DISCUSSION DAY | |
| 4/29 | The Cold War (cont.) | ! P, 459-466 ! S, 828-831 |
| 5/1 | European Union | ! http://europa.eu/index_ns_en.htm ! http://www.hri.org/docs/Rome57/ ! http://www.fordham.edu/halsall/mod/1967-degaulle-non-uk.html ! S, 831-835; 864-866 |
| 5/4 | The Revolutions of 1989 | ! P, 476-479 |

| | | |
|------|--|--|
| | | <p>! S, 855-862 ! Ash, <i>The Magic Lantern</i>, 11-77</p> |
| 5/5 | <p>University follows Friday schedule; last day of classes</p> <p>The Revolutions of 1989 (cont.)</p> | <p>! Ash, <i>The Magic Lantern</i>, 78-167 ! S, 850-854</p> <p><i>DUE: Discussion Paper</i> (Post to Blackboard Discussion Board):</p> <p>! <i>Ash states that the revolutions of 1989 were not actually revolutionary at all. The ideas that were put forth had been around since the French Revolution 200 years earlier. Do you agree or disagree with him? Why?</i></p> <p><i>FINAL EXAM PROMPT BECOMES AVAILABLE</i></p> |
| 5/11 | <i>FINAL EXAM ESSAY, DUE IN MY OFFICE BY 3 P.M.</i> | |

* This schedule is subject to change at the instructor's discretion.