

The University of North Carolina at Greensboro
His 223–Modern European History

Spring Semester 2012

TTH 11:00–12:15 MHRA 1215

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COURSE DESCRIPTION

This introductory lecture course explores the major themes of European history from the late eighteenth century to the present. In particular, it examines why European political, intellectual, and cultural traditions forged during the eighteenth-century Enlightenment often gave way to destructive tendencies and violent social movements. How did the nineteenth century ideals of “progress” and “civilization” lead to the colonialism, total war, terrorism, and genocide of the twentieth? What precisely was the relationship between the Enlightenment and the Terror, and between republics and revolutions? Why did a number of utopian ideologies designed to perfect society, in practice, devolve into dystopias of psychological suffering and physical destruction?

We will examine a number of political ideologies, including liberalism, conservatism, socialism, communism, and fascism, which Europeans developed in response to the challenges of revolution (industrial and social), nation-building, and international competition. We will also devote attention to how Europeans have imagined the boundaries of “Europe” based on racial, religious, class, gender, and national categories, and how those included and excluded have changed over time. Finally, we will examine how culture broadly speaking, including ideas, fine arts, music, and film both reflected and affected these political developments.

LEARNING OUTCOMES

History Department, in general

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.

Course specific

3. Write a thesis statement (argument) that draws on primary source evidence.
4. Develop familiarity with major figures, movements, and events in Modern European history from 1789 to the present.
5. Appreciate the historical roots of current political debates and cultural currents.
6. Develop greater self-understanding and intellectual direction

REQUIRED READINGS

Online readings and Ereserve, available on Blackboard, designated by* (You will need to activate your computing account in order to gain access to Blackboard and disable pop-up blocks to permit readings to open in a separate window.)

The following books are available for purchase at the bookstore. (Several of these titles are also available for purchase as Ebooks through the bookstore. Consult the bookstore staff for more information.)

You may choose to purchase these books elsewhere but you need to *purchase the same edition* (check publisher and year) to facilitate class discussion:

Karl Marx and Friedrich Engels, *The Communist Manifesto* (Signet, 1998).
ISBN: 0140447571

Joseph Conrad, *Heart of Darkness* (Modern Library, 1999).
ISBN-10: 037575377X

Primo Levi, *Survival in Auschwitz* (Touchstone, 1995)
ISBN-10: 0684826801

Film: Rainer Werner Fassbinder, *The Marriage of Maria Braun* (1979), on reserve at TLC.

A NOTE ON TEXTS

This class offers a perspective on the study of history that will likely differ from the history classes you have taken until now. Rather than use a textbook, the class is organized around minimal historical narrative, key themes, and **primary sources**, or documents written by historical actors in their respective times periods.

The lectures, as a result, will offer some but not exclusively historical narrative. Instead they will focus on those events that you need to know in order to situate the **primary sources**, which will include political texts and treatises, memoirs, poetry, novels, music, fine arts, and film, in their specific time period. Lectures will then identify those “conditions of possibility” in a given time period that produced those **primary sources**.

Time will be allotted during class to analyze these **primary sources** in their historical context. **It is imperative that you come to class prepared to discuss the sources on the days designated in the syllabus.**

By the end of the semester, you will learn to situate a **primary source** in its historical context (where it comes from), what questions to ask of the documents (analysis), how to construct an argument that draws on a variety of sources (thesis), and to make broad thematic connections using this material (critical thinking).

LOGISTICS OF SOURCES

Rather than assign you an expensive textbook, you are being asked to purchase three slim monographs (all of which you can purchase used). In addition, the majority of the readings assigned for the class are available through Online Readings or EReserves on Blackboard. **It is your responsibility to access these sources, print them, and bring them to the classes during the weeks in which they are discussed.** If you have questions about accessing material on Blackboard, please see 6Tech online https://6-tech.uncg.edu/ra/login_raremedy.jsp?lang=en or call 336-256-TECH (8324).

In lieu of the cost of a textbook, students are encouraged to purchase a binder in which they keep these sources and bring the binder to class for accessibility, organization, and exam review.

There will be one film that students are required to view in the class: Rainer Werner Fassbinder’s *The Marriage of Maria Braun* (1979), which will be screened over the course of two classes, April 10 and April 12th. You are required to hand in a worksheet on the film on Friday, April 13th to receive full participation credit for the week. The final group presentations will also address the film, among other themes. If you miss class you are responsible for viewing the films on reserve at the Teaching and Learning Center in 134 McIver and at <http://www.uncg.edu/tlc/media/>.

SYLLABUS

Week 1: The Idea(s) of Europe

T, 1/10: Introduction to the course

In class, short film: Ettore Scola, '43-'97 (1996/1997)

Th, 1/12: The Birth of Ideology

Reading:

“Nègre,” Entry to the Encyclopédie (1772)*

Johann Friedrich Blumenbach, “The Degeneration of Races” (1776)*

Immanuel Kant, “What is Enlightenment?” (1784)*; “Perpetual Peace” (1795)*

Skills Discussion 1: The Basics of Reading Historical Documents

Week 2: From Ideas to Politics

T, 1/17: Toward the French Revolution

Reading:

Jean-Jacques Rousseau, The Social Contract (1762)*

Emmanuel Sieyès, “What is the Third Estate?” (1789)*

“Declaration of the Rights of Man and the Citizen” (1789)*

Olympe de Gouges, “Declaration of the Rights of Woman” (1791)*

Th, 1/19: From Revolutionary Terror to Dictatorship

Reading:

Documents of the Sans-Culottes (1793)*

Proceedings of the National Convention: “Make Terror the Order of the Day” (5 September 1793) *

The Law of Suspects (17 September 1793)*

Week 3: Reactions to the Revolution

T, 1/24: Conservatism and Romanticism

Reading:

Edmund Burke, “Reflections of the Revolution in France” (1791)*

William Wordsworth, “Tintern Abbey” (1798); and “The World Is Too Much with Us” (1807)*

Samuel Taylor Coleridge, “Kubla Khan or, a Vision in a Dream: A Fragment,” (1816)*

Viewing, in class

Paintings by Fuseli, Delacroix, Turner et al

Skills Discussion 2: Art as a Historical Document

Th, 1/26: Conservatism and Romanticism II

Thursday, January 26: In class, fifteen-minute Map and ID Quiz

In class, listening to Beethoven's Symphony No. 9 in D Minor ("Ode to Joy")
Friedrich Schiller, "Ode to Joy" (1785)*

Week 4: Industry, Imagined and Experienced

T, 1/31: Industrial "Revolution"

Reading:

Testimonies on Labor Conditions in Britain during the Industrial Revolution*

Book: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part I and II

Skills Discussion 3: The Basics of Writing Papers

Th, 2/2: Utopian Responses: Marxism, Socialism, Communism

Reading:

The Peterloo Massacre, 1819*

Assorted documents on the Crystal Palace Exhibition (1851)*

Book: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part III and IV

Paper Proposal Due (character, position, examples)

Week 5: Ideologies for a New World

T, 2/7: Liberalisms: Good for the people?

Reading:

John Stuart Mill, from *On Liberty* (1859)*

Thomas Gisbourne, from *Enquiry into the Duties of the Female Sex* (1797–1810)

Documents for and against Jewish Emancipation*

Th, 2/9: The Idea of the Nation

Reading:

Ernest Renan “What is a Nation?” (1882)*

Friday, February 10: First Paper Due, hardcopy outside Dr. Levine’s office, MHRA 2117.

Week 6: States, Nations, and Empires

T, 2/14: *For love of Country: Building States, Italy and Germany*

Reading:

Giuseppe Mazzini, *Duties to Country* (1860)*
Heinrich von Treitschke, from *Politics* (1879)*

Th, 2/16: *The Scramble for Africa: Empires in Europe*

Reading:

Jules Ferry, *Speech Before the French National Assembly* (1883)*
Book: Begin Joseph Conrad, *Heart of Darkness* (1899), Part I

Skills Discussion 4: Writing a Thesis Statement

Week 7: The Making of Bourgeois Europe

T, 2/21: *Bourgeois Civilization and Its Discontents: The Belgian Congo*

Reading:

Book: Joseph Conrad, *Heart of Darkness* (1899), Part II–Part III

Thesis Statement Due

Th, 2/23: *Bourgeois Civilization and Its Discontents: Vienna 1900*

Viewing, in class: Gustav Klimt, *Beethoven Frieze* (1902)

Friday, February 24: Second Paper Due, hardcopy outside Dr. Levine’s office MHRA 2117

Week 8: The Sorrows of the Great War

T, 2/28: *The War in the Trenches*

Reading:

General Friedrich von Bernhardi, *Germany and the Next War* (1914)*
The “Blank Check” (July 6, 1914)

The Austro-Hungarian Ultimatum to Serbia (July 23, 1914)*

In class: Wilfred Owen, “Dulce et Decorum Est”*

Th, 3/1: Two Different Responses: Pacifism and Nationalism

Reading:

Ernst Junger, *Storm of Steel: From The Diary of a German Storm-Troop Officer on the Western Front* (1920), ix–xiii, 46–63, 300–318*

Erich Maria Remarque, *All Quiet on the Western Front* (1929) *

Thursday, March 1: Quiz (10 minutes) in class on World War I Documents

Week 9: UNCG SPRINGBREAK

Week 10: Democratic Experiments

T, 3/13: The Russian Revolution

Reading:

Prince Ukhtomskii, “Russia’s Imperial Destiny,” (1891)*

Little Jewish Girl in the Russian *Pale* (1890)*

Lenin, from *What is to be done?* (1902); *State and Revolution* (1918)*

Th, 3/15: The Weimar Republic

Reading:

Treaty of Versailles: The Reparations Clauses (1919)*

The Constitution of the German Republic (1919)*

Paul von Hindenburg, “The Stab in the Back” (1919)*

Thomas Mann, “The German Republic” (1922)*

Thursday, March 15: Quiz (10 minutes) in class

Week 11: Utopian Visions of Society

T, 3/20: The Rise of Fascism

Reading:

Benito Mussolini, “The Doctrine of Fascism” (1932)*

F. T. Marinetti, “The Futurist Manifesto” (1909)*

Th, 3/22: Stalinism

Reading:

Nikolai Bukharin, “Letter to Stalin” (1937)*

George Orwell, "Looking back on the Spanish Civil War" (1942)*

Thursday, March 22: Quiz (10 minutes) in class

Week 12: The Second World War

T, 3/27: Hitler and the Nazis

Reading:

Hitler, from *Mein Kampf* (1923)*

Book: Primo Levi, *Survival in Auschwitz* (1995)

Film, in class: from Leni Riefenstahl, *Triumph of the Will* (1934)

Th, 3/29: The Holocaust

Reading:

Documents on the Final Solution*

Book: Primo Levi, *Survival in Auschwitz* (1995)

Week 13: Zero Hour in Central Europe

T, 4/3: "The Gray Zone": Surviving the Memories

Reading:

Heinrich Böll, "Breaking the News" (1947)*

Finish Book: Primo Levi, *Survival in Auschwitz* (1995)*

Th, 4/5: From Hot to Cold War

Reading:

Winston Churchill, "The Iron Curtain Speech"*

Friday, April 6: Third Paper Due, hardcopy outside Dr. Levine's office MHRA 2117

Week 14: End of Empire

T, 4/10: Rainer Werner Fassbinder, *The Marriage of Maria Braun* (1979), in class.

Th, 4/12: Rainer Werner Fassbinder, *The Marriage of Maria Braun* (1979), in class.

Friday, April 13: Hand in film worksheet outside Dr. Levine's office MHRA 2117

Week 15: Europe, New and Old

T, 4/17: Two Modern Revolutions: 1968 & 1989

Ulrike Meinhof, "From Protest to Resistance" (1968)*
Václav Havel, excerpt, "The Power of the Powerless," (1979)*

Group Presentations on the film

Th, 4/19: 12/1: From 9/11 to 9/11: Integration and Disintegration in the New Europe

Group Presentations on the film

Thursday, April 26, Final Exam: Noon–3pm, MHRA 1215

ASSIGNMENTS

Essay questions are provisional. Actual assignments will be handed out the week before they are due.

Quizzes (*January 26, March 1, March 15, & March 22nd*): A brief map and id quiz will be given in the third week. I will distribute a map ahead of time for you to memorize countries, important cities, rivers, and other geographical features. Subsequent quizzes will focus on the reading with ids and short questions. In most cases, questions will be taken from reading guiding questions given ahead of time. I reserve the right to add additional "pop" quizzes should students continuously show up to class unprepared. **There are no make-up quizzes. If you miss the quiz you receive a "0" for that quiz.**

First Paper Assignment, Thinking like an Historian: (*due Friday, February 10*): Choose a historical character – such as a conservative politician, a liberal reformer, a worker, or a factory owner – from the early 19th century. In the voice of your character, write a 4 to 5 page double-spaced response to the claims made by Marx and Engels in *The Communist Manifesto*. Do you agree or disagree with their arguments? What might you find provocative or dangerous about their assertions? Remember to be true to the ideas and "mentalities" of the time period; be careful not to impose your 21st century sensibilities on your character. It is essential to demonstrate both an appreciation of your character's interests and goals, as well as an understanding of the arguments and claims of Marx and Engels. Your paper will be graded on creativity, persuasiveness, and ability to "think" in the historical period.

Second Paper Assignment, Writing a Thesis Statement: (*due Friday, February 24*): Write a 4-5 page double-spaced paper that addresses the following debate about Joseph Conrad's *Heart of Darkness*. The post-colonial writer Chinua Achebe argued that the novel was complicit in the horrors of West European colonialism. Other scholars have seen refuted this position, claiming instead that many elements of the novel, loosely based on Conrad's own experiences in the Belgian Congo, take a more critical stance towards colonialism. For this paper you will be required to come up with your own thesis

statement. Your paper will be graded first and foremost for its ability to present a cogent and coherent argument.

Third Paper Assignment, History's challenges: (*due Friday, April 6*): Primo Levi's memoir *Survival in Auschwitz* tells a harrowing story of his arrest by the Italian fascists and deportation and time in Auschwitz. In doing so, he also poses many challenges to the study of history: What is the individual's role in the scope of historical events? Does history leave us equipped to answer questions about human nature? And how does memory support or resist historical evidence? Picking one of these themes—the individual, human nature, and memory—devise a 4-5 page double-spaced paper with a valid thesis claim. For this paper you will be graded not only on the thesis, but also, on your ability to support it with appropriate evidence and present in a persuasive manner.

Final Presentations (Tuesday April 17 and Thursday April 19): Working in groups, students will give presentations that situate Fassbinder's film *The Marriage of Maria Braun* in one of a variety of assigned contexts, including gender, memory, the ramifications of World War II, and the Cold War. Grades will be assigned by group based on a set of criteria shared in advance of the presentations.

Final Exam (Thursday, April 26): There will be a final exam for this class with definitions of key terms and events mentioned in lectures, identification of passages from texts, images (film and painting) discussed and viewed in class, and one short essay on themes traced throughout. Each of these sections will be weighed equally.

RULES AND PROCEDURES

Late Work

No late work is accepted. All students are required to complete all assignments for the course on the due date specified.

Attendance

Attendance at class is mandatory. You may miss up to three classes throughout the semester without penalty. After you miss three classes, you lose a point for every class missed from your participation grade (see below). **I reserve the right to withdraw you from the course if you miss six or more classes.**

In accordance with new statewide regulations, students are permitted a minimum of two excused absences due to religious observance. If you plan to be absent due to religious observance, please notify me in advance by email.

Punctuality

It is imperative that you come to class on time. The lecture starts at the beginning of the hour and ends ten minutes before the hour on the dot. If you arrive late, you miss vital information about assignments given at the beginning of class. Similarly, it is also appreciated if you do not pack up your things until after the lecture is complete. **In an**

effort to encourage punctuality, three late arrivals will constitute one absence, and therefore, the removal of one participation point, as described above.

Cell phones & Laptops

There are no laptops permitted in this classroom. Students are encouraged to take notes on paper and transfer your notes to laptops during your exam preparation.

Your cell phone must be turned off before class begins and remain out of view. **If your phone is viewable or goes off in the classroom, you will receive a failing grade for participation/attendance on that day and you will be asked to leave.**

Students who abuse technology in the classroom risk earning a failing grade for participation/attendance and being removed from the course.

Name Cards

You will receive a name card on the first day of class. It is your responsibility to keep the name card and bring it to class. You must keep the name card in front of you at all times and should expect to be “cold called” for discussion.

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 final grade of F for the course or being expelled from the university.

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). If the university is open, I will hold class.

PARTICIPATION AND GRADING

Attendance and participation is an essential part of this class. Class time will be divided between the instructor’s lectures, which will provide crucial historical context and thematic overview, discussions of the texts (reading, viewing, listening) assigned for that week, and workshops of specific historical skills, including thesis writing and paper preparation.

Students will receive guiding questions for the readings and are expected to come to class prepared to answer and discuss the guiding questions. The class goals are to engage one another in friendly debate, to express opinions, and to learn from one another.

Participation will be noted on a daily basis in accordance with these expectations.

OFFICE HOURS

Office hours will be held on Thursdays from 3:30–5pm. They are an open time when you are welcome to come visit the instructor with questions about the readings and class discussion. You are encouraged to see the instructor, in particular, if you are having difficulty with the readings or speaking in class, or in anticipation of an upcoming paper. If you cannot make the regularly scheduled office hours, please feel free to make another appointment.

Grading will be weighed according to the following formula:

Attendance (including punctuality)	5%
Participation	10%
Quizzes: (average)	10%
First Paper:	15%
Second Paper:	15%
Third Paper:	15%
Final Exam:	20%
Oral presentations:	10%

Have a great semester!