

Spring 2015: History 223 (01)
(3:3) GHP; GL; GMO; IGS
TR 11-12:15 in SOEB 204

EUROPEAN REVOLUTIONS: 1789-1989

(www.uncg.edu/~jwjones/moderneurope)

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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. 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 1750-1900; and Europe 1900-present. We will approach the subject material from several perspectives, including political, social, economic, and cultural history, with several themes in mind: war & peace; revolution; ideology & religion; gender; social class; and technology.

Student Learning Outcomes

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:

- Find, interpret, and evaluate information on diverse cultures.
- 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.

Course SLOs: Upon successful completion of this course students will be able to ...

- Comprehend that history is not the memorization of dates and facts, but rather the *interpretation* of the past.
- Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
- Analyze the key terms, facts, and events in Modern European history and thereby gain an informed historical perspective.
- Critically appraise varying historical arguments and clearly express their own interpretations.
- Critically read and distinguish between different types of historical sources and “read between the lines” of differing points of view.
- Students will develop analytical skills and the ability to apply principles and generalizations learned in this class to other problems and situations.

Readings:

- Charles Dickens, *Hard Times* (New York: Penguin Classics, 2003). ISBN: 0-141-43967-X.
- Erich Maria Remarque, *All Quiet on the Western Front*. Translated from the German by A. W. Wheen (New York: Balantine Books Ed., 1982). ISBN: 0-449-21394-3.
- Anne Frank, *The Definitive Edition. Anne Frank: The Diary of a Young Girl*. Translated by Susan Massotty. Edited by Otto H. Frank and Mirjam Pressler (New York: Bantam Books, 1995). ISBN: 0-553-57712-3.
- Kovály, Heda Margolius, *Under a Cruel Star: A Life in Prague, 1941-1968*. Translated from the Czech by Franci Epstein and Helen Epstein with the author (New York: Holmes & Meier Publishers, 1997). ISBN: 0-841-91377-3.
- Reserve articles and online material designated below

Assignments:

Participation	40%	Written Assignment	20%
Midterm Exam	15%	Final Exam	25%

Participation: Your 40% class participation grade consists of Internet Assignments, worksheets, quizzes, and Reaction Pieces (1-2 pages double-spaced). These are intended to be your reaction to or opinion of the assigned readings designated below, not a summary of the reading material. Students cannot make up missed in-class quizzes.

Written Assignment: Students will write a review (3-4 pages double-spaced) of “Schindler’s List” and other reviews of the film (worth 20%; see details below); **due April 9.**

Exams: There is a midterm exam (worth 15%) and a final exam (worth 25%). The in-class exams are comprised of Identifications and Short Answer Questions based on course material and readings. The exams cover *only* the part of the course for which they are designated (Midterm: Europe 1750-1900; Final: Europe 1900-present), so they are *not cumulative*. However, the Final Exam includes a comprehensive Take Home Essay (worth 10% of the overall course grade) that draws on broad themes dealt with all semester.

Grading: Grades will be compiled on a point system (**you can keep up with your grades during the semester on Blackboard**). For example, if you make 80 on the midterm (12/15) + 87 on the Written Assignment (17.4/20) + (34/40) on participation + 84 on the final exam (12.6/20) + 92 on the Final Exam Take Home Essay (9.2/10) your final grade = **85.2 (B)**

CLASS SCHEDULE

Tuesday, January 13. Introduction to the Course & Pre-Modern Europe

GEOGRAPHY OF EUROPE ASSIGNMENT: read the [Geographic Overview](#) of Europe and do the Map Quiz to turn in next class

- Reading for Thursday, January 15: “Peasants Tell Tales: The Meaning of Mother Goose” by Robert Darnton; “Social Conditions in 17th Century France”; and listen to the NPR Report “Little Red Riding Hood Uncloaked” (5:49); **Reaction Piece** to this material due in class Thursday, January 15. Pre-Modern & Early Modern Europe: Discussion of Reading

Part I: Europe 1750-1900

- Reading for Tuesday, January 20: **Backgrounder 1**—[Enlightened Thinkers and “Enlightened Despotism”](#); [“An Early Information Society: News & the Media in Eighteenth-Century Paris”](#) by Robert Darnton; [“Who Paid Taxes in Pre-Revolutionary France?”](#) by Georges Lefebvre

Tuesday, January 20. The Early Stages of the French Revolution: Discussion of Reading

Thursday, January 22. The French Revolution (cont’d)

- Reading for Tuesday, January 27: [“Declaration of the Rights of Man and Citizen”](#)

Tuesday, January 27. The French Revolution (cont’d): Discussion of Reading

- Reading for Thursday, January 29: **Backgrounder 2**—[Leaders of the French Revolution](#); [“Declaration of the Rights of Woman and Citizen”](#); excerpt from [Women in the French Revolution](#) by Linda Kelly, pp. 10-38 (Chapters 2-4); and [“French Feminists and the Rights of ‘Man’: Olympe de Gouge’s Declarations”](#) by Joan Scott

Thursday, January 29. The French Revolution: Discussion of Readings

- Reading for Tuesday, February 3: [Police and Spy Reports during the French Revolution](#); [Worksheet 1](#) due in class

Tuesday, February 3. The French Revolution (cont’d)

- Assignment for Thursday, February 5: [“Danton”](#)

Thursday, February 5. The French Revolution: Order Restored

- Reading for Tuesday, February 10: [Ourika](#) by Claire de Dumas

Tuesday, February 10. Napoleon’s Rise to Power: Discussion of the Reading

BEGIN READING: *Hard Times* by Charles Dickens; [Worksheet 2](#) due February 19

- Reading for Thursday, February 12: [1812 Burial site discovered in Lithuania](#)

Thursday, February 12. The Fall of Napoleon: Discussion of the Reading

- Reading for Tuesday, February 17: [“Sleep We Have Lost”](#) by Roger Ekirch; **Reaction Piece** due in class

Tuesday, February 17. The Origins of the Industrial Revolution

Thursday, February 19. The Industrial Revolution (cont’d): Discussion of *Hard Times*

- Reading for Tuesday, February 24: excerpt from [The Communist Manifesto](#) by Karl Marx

Tuesday, February 24. The Rise of Marxism: Discussion of Reading

Thursday, February 26. The Rise of Nationalism: the Unification of Italy

- Reading for Tuesday, March 3: [Who was Napoleon III?](#)

Tuesday, March 3. The Rise of Nationalism (cont’d): the Unification of Germany

Thursday, March 5. **Mid-Term Exam**

Part II: Europe 1900-present

BEGIN READING: *All Quiet on the Western Front* by Erich Remarque; **RP due March 26**

- Reading for Tuesday, March 17: excerpt from the pamphlet [“Imperialism, The Highest Stage of Capitalism”](#) by Vladimir Lenin; and [“Shooting an Elephant”](#) by George Orwell
Tuesday, March 17. European Colonialism: Discussion of the Readings

- Reading for Thursday, March 19: [“The Affair—the Case of Alfred Dreyfus”](#); and [“A Little Russian Girl in the Jewish Pale, 1890”](#)
Thursday, March 19. Europe at the turn of the Century: Discussion of the Readings

- Reading for Tuesday, March 24: **Backgrounder 3**—[The Assassination of Archduke Ferdinand](#); and [“An Eyewitness Account of the Assassination”](#)
Tuesday, March 24. World War I: “The War to End All Wars”

Thursday, March 26. WWI & its Aftermath: Discussion of *All Quiet on the Western Front*

WRITTEN ASSIGNMENT: View “Schindler’s List” and read these [reviews of the film](#) (feel free to identify other reviews also). Write your own review of the film responding to the issues of historical debate raised in these readings (identify 2-3 criticisms in the reviews and draw on evidence from the film to tell why you agree or disagree). **Due April 9.**

BEGIN READING: *The Diary of Anne Frank*; **Reaction Piece due April 14**

Tuesday, March 31. WWI & its Aftermath (cont’d): the Rise of Communism and Fascism

Thursday, April 2. The Rise of Fascism in Italy and Germany

Tuesday, April 7. The Rise of Hitler and Prelude to World War II

- Reading for Thursday, April 9: **Backgrounder 4**—[The Roots of anti-Semitism](#); excerpt from [The Memoirs of Gluckel of Hameln](#); [Anti-Semitic Propaganda in France](#); and [The Holocaust in Kiev \(Babi Yar\) and Rostov](#); **Written Assignment Due** in class

Thursday, April 9. WWII & the Holocaust: Discussion of the Readings and “Schindler’s List”

Tuesday, April 14. The Holocaust (cont’d): Discussion of *The Diary of Anne Frank*

BEGIN READING: *Under a Cruel Star* by Heda Margolius Kovály; **RP due April 21**

- Reading for Thursday, April 16: [speech by Soviet leader Andrei Zhdanov](#) & the [Truman Doctrine](#); **Worksheet 3** due in class

Thursday, April 16. Postwar Reconstruction & the Origins of the Cold War

Tuesday, April 21. Cold War Europe: Discussion of *Under a Cruel Red Star*

Thursday, April 23. TBD

Thursday, April 30. **FINAL EXAM Noon-3:00**

Take Home Essay Question (worth 10% of your overall course grade) (4-6 pages double-spaced):

Drawing on at least three different sources from the course, defend one of the following statements:

- The actions of individuals, especially leaders in positions of power, are paramount and shape the defining events of history. The decisions of world leaders from Maximillian Robespierre, Napoleon Bonaparte, Karl Marx, and Vladimir Lenin to Neville Chamberlain, Adolph Hitler, Joseph Stalin, and Marshall Tito determine the course of history by leading to a specific (usually irreversible) chain of events.

or

- Individuals play a purely secondary role in the unfolding of history; their actions and decisions are largely determined by underlying cultural, socioeconomic, and social-psychological factors that are largely out of their control and (usually) beyond their comprehension. Thus individuals do not shape history, but are instead shaped *by* history, and the role of specific individuals is of secondary importance at most.