

The University of North Carolina at Greensboro
His 223–European Revolutions, 1789–1989

Spring Semester 2015

TTR 2:00-3:15pm, BRYN 213

Instructor: Dr. Emily J. Levine

Office: MHRA Bldg 2117

Telephone: 336-334-3514

Email: ejlevine@uncg.edu

Office Hours: TR, 3:30–5:30pm, by appointment



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

General Education: GL/GN (Global Perspectives/ Global non-Western Perspectives)

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

LG3. Knowledge of Human Cultures: *Through study in the social and behavioral sciences, understand individual, social, political, economic, religious, and cultural influences on human societies across the world. Through study in the social and behavioral sciences, humanities, histories, and the arts, understand the historical, cultural, and philosophical traditions that have shaped our diverse society and the importance that abstract ideas and artistic expression have in the process of self-understanding.*

LG4. Personal, Civic, and Professional Development: *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.*

Information and Research Skills Competencies: *students achieve orientation to research skills by completing the Library's Web tutorial and participating in information literacy activities in course. See: <http://library.uncg.edu/depts/ref/tutorial>.*

History Department

HLG1. *Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.*

HLG2. *Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.*

Course specific

CLG1. *Write a thesis statement (argument) that draws on primary source evidence.*

CLG2. *Develop familiarity with major figures, movements, and events in Modern European history from 1789 to the present.*

CLG3. *Appreciate the historical roots of current political debates and cultural currents.*

CLG4. *Leadership, participation, and group work*

REQUIRED READINGS

The required readings are drawn from a variety of sources and include one book (see below), PDF's and HTML links (designated by an *) and Ereserves (designated by #). Other than the book, the readings are all available online. To manage readings and class assignments, this course will be using a new learning management software, called Canvas. You will need to access Canvas and set your own log in and password at the following link: uncg.instructure.com. Other assessments and assignments will be located at external sites and will have links to them from Canvas.

Please see below under “Logistics and Technology” for more information about Canvas and these online assignments. Students are also encouraged to purchase a binder in which they keep print-outs of these online sources and bring the binder to class for accessibility, organization, and exam review.

The following book is available for purchase at the bookstore. You may choose to purchase this book elsewhere but you need to *purchase the same edition* (check publisher and year) to participate in class discussions:

Karl Marx and Friedrich Engels, *The Communist Manifesto* (Signet, 2011).
ISBN: 0140447571

A NOTE ON METHODOLOGY

This class offers a perspective on the study of history that will likely differ from the history classes you have taken until now. The class is constructed around five modules, or units, that center on key time periods in European history along the theme “European Revolutions, 1789–1989.” The modules are primarily organized around **primary sources**, or documents produced by historical actors in their respective times periods. These **primary sources** include political texts and treatises, excerpts from memoirs, poetry, novels, music, fine arts, and film.

Rather than assign a textbook, each module also contains at least one **secondary source**, which provides historical narrative about the time period under consideration. The central class goal is to move beyond history-as-dates to understand how these **primary sources** best convey the themes and problems of intellectual, cultural, political, and everyday life of the historical moment and to begin to weigh the **secondary sources** of historians to determine their assessments of these materials.

The lecture will offer some historical narrative to supplement the secondary sources, but the focus will be on group and individual work to analyze the relationship between **primary sources** and this historical narrative. **To be considered prepared for class you need to come to class with the texts (either the book or your print-outs) and with your answers to the guiding questions provided online. While these answers will not always be collected, you should be prepared to discuss the sources on the days**

designated in the syllabus and will only get full participation credit if you have your answers to these guiding questions filled out.

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 AND TECHNOLOGY

Instead of the Blackboard learning management system, this course will be utilizing a system called Canvas, accessed at uncg.instructure.com. **PLEASE NOTE: It is your responsibility to seek assistance with Canvas if you have difficulties.** If you have questions about accessing or submitting material on Canvas, please contact 6Tech at <https://6-tech.uncg.edu> or 336-256-TECH (8324) and you will be directed to a Canvas representative. **The professor cannot provide technological assistance. You will be held responsible for missed or late assignments due to technological problems.**

Aside from one book required for purchase, the course reading is online, in the form of PDFs, word documents, Ereserve excerpts, and web links.

To access readings, locate the “Modules” section of the course site to find links to each week's online reading material. You may need to configure your browser to allow Canvas to display information from external websites. Please see tips on Canvas about the optimal browser to use.

The online learning component uses technology to enhance the learning objectives of the course as states above, in particular, through the use of map exercises, peer review, and multi-media online exhibits, films, and group forums. The professor will introduce the weekly online component of the class before the assignment is due and include detailed instructions in Canvas. It is always a good idea to check these links *in advance* of the due date to make sure that you are confident about your ability to complete the assignment. Technological problems with Canvas should addressed to 6-TECH.

PARTNERS AND PARTICIPATION

For each module or unit you will be assigned a discussion partner (or group) next to whom you should sit and who will be your point-person for all exercises assigned both in and out of class for the duration of the unit. Discussion with partners, in groups, and online is a critical part of assignments and assessments in this course.

Students should not expect to be passive participants in a “traditional” lecture course. Rather, students are required to come prepared having answered the guiding questions

(see above) provided along with each assignment reading and to bring questions of their own for discussion. Discussion with partners and in groups will be integrated into class time.

Your partner (or group) is your point person for that unit. That means that if you have a question about the syllabus, the reading, or the assignment, the first person that you write is *not* the professor, but your partner. You can access your classmates email addresses in Canvas to facilitate email communication between partners and groups. All technological problems should be addressed to 6-TECH. Only after you have gone through these steps should you reach out to the professor. Most problems can be solved on your own and partners and groups become an excellent source of learning, exam review, and success in the course.

Participation is equally important in the online forum. Unless otherwise noted the online assignments will comprise part of the 20% participation grade. To be prepared students must read and prepare the guiding questions for the texts on the dates indicated and complete all online assignments. If it becomes apparent that the student is not prepared or has not completed online assignments, this will impact his/her participation grade negatively.

EMAIL GUIDELINES

Emails are to be used in general to set up in-person face-to-face meetings with the professor. For points of clarification please consult the syllabus, ask the professor before or after class, or email your partner/group members. For technological help please consult the help information on the home syllabus page or call 6-TECH.

All emails sent to the professor should conform to the following guidelines:

- come from your uncg address and clearly state who you are and what class you are in (i.e. not “hotswimfan@aol.com”)
- have a salutation (i.e. “Dear Dr. Levine” not “hey”) and conclude with your name
- clearly state the purpose of writing (“I write to ask/inquire/request”)
- be written in full sentences with punctuation and capitalization
- not include “urgent” “asap” or demanding language
- generally avoid emoticons and shorthand (no :))

SYLLABUS

UNIT 1: ENLIGHTENMENT AND REVOLUTION

Week 1: The Idea(s) of Europe

T, 1/13: Introduction to the course

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

TR, 1/15: 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)*

F, 1/16: *Last Day to drop course for tuition and fees refund*

Week 2: From Ideas to Politics

T, 1/20: Skills Discussion: The Basics of Reading Historical Documents

Reading:

Vanessa Schwartz, “The French Revolution, politics, and the modern nation,” in *France: A Very Short Introduction**
Jean-Jacques Rousseau, *The Social Contract* (1762)*

Due: Online Assignment #1 (LG1; CLG1):

online critical reading, to be completed online individually by the beginning of class

TR, 1/22: The French Revolution

Reading:

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)#

Week 3: From Revolutionary Terror to Dictatorship

T, 1/27: The Terror

Reading:

Maximilien Robespierre, “Justification of the Use of Terror” (1794)*
Documents of the Sans-Culottes (1793)#
Proceedings of the National Convention: “Make Terror the Order of the Day” (5 September 1793) #

In class: The Law of Suspects (17 September 1793)

TR, 1/29: The Enlightenment and French Revolution Chronologies

In class: Watch video “Terror! Robespierre and the French Revolution” at https://www.youtube.com/watch?v=F_ouNRA1K-I

In class, Graded Group Work, Online Assignment #2 (LG1)

Week 4: Reactions to the Revolution

T, 2/3: Conservatism and Romanticism

Reading:

Warren Breckman, “A Revolution in Culture”, from *European Romanticism: A Brief History with Documents*, 1–26*

William Wordsworth, Preface to “Lyrical Ballads” (1800) and Lines Composed a Few Miles above Tintern Abby, (1798)*

A Chronology of European Romanticism*

Image: Caspar David Friedrich, “Wanderer above the Sea of God,” ca. 1818

In class: Skills discussion # 2—Reading maps as historical documents

UNIT 2: THE INDUSTRIAL “REVOLUTION”

TR, 2/5: Introduction Karl Marx in Historical Context

Reading:

Book: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part I
LG1

due: Online Assignment #3, a) complete map exercise and assessment online by the beginning of class

Week 5:

T, 2/10: Utopian Responses: Marxism, Socialism, Communism

Reading:

Testimonies on Labor Conditions in Britain during the Industrial Revolution*

Assorted documents on the Crystal Palace Exhibition (1851)#

Emma Griffin, “The ‘Mechanical’ Age: Technology, Innovation, and Industrialization,” 86–104*

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

T, 2/12: Online Group Work: “Thinking historically: Lives, Ideas, and Events”

Reading:

The Peterloo Massacre, 1819*
Isaiah Berlin, "Introduction," in *Karl Marx*, 1–21*

Due: Online Assignment #4 (HLG1), by 5pm:

- a) Create avatar of 19th century character on chronological timeline and proposal
- b) Peer review of your partner's proposal
- c) Watch library informational videos and complete mini quiz:
<https://library.uncg.edu/tutorials/index.aspx?m=8&p=1>

Week 6: Ideologies for a New World

T, 2/17: Marx and 1848

Reading:

Book: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), Part III
Isaiah Berlin, "1848," in *Karl Marx*, 149–167*

Due: Online Assignment #4d) Revised proposal

In class: Skills Discussion 3—The Basics of Writing Papers

TR, 2/19: Writing and Timeline Workshop

Online Assignment #4e), online: add Marx's biographical elements to online chronological timeline

Due, hardcopy beginning of class: draft of paper due

In class: peer review and combine timelines

F, 2/20: Due Online, 5pm: First Paper: Thinking like a Historian via Turnitin
(HLG2; CLG1)

UNIT 3: NATIONALISM AND WAR

Week 7: States, Nations, and Empires

T, 2/24: Building States in Italy and Germany

Reading:

Warren Breckman, "Romantic Nationalism," in Breckman, ed. *European Romanticism: A Brief History with Documents* 31–37*

Ernest Renan “What is a Nation?” (1882)*
Giuseppe Mazzini, *Duties to Country* (1860), in Breckman, ed. *European Romanticism: A Brief History with Documents* *
Heinrich von Treitschke, from *Politics* (1879)*

TR, 2/26: Civilizing Missions and Uncivilized Europeans

Reading:

Jules Ferry, Speech Before the French National Assembly (1883)*
The Kaiser on Southwest Africa: Reichstag Speech by Wilhelm II (November 11, 1905)*

In class, clip: “King Leopold’s Ghost” (2006)

Due: Online Assignment #5 (CLG2): locate a map of “Colonial Europe” and upload with justification

Week 8: The March to 1914

T, 3/3: Origins of World War I—Part I

Reading:

Christopher Clark’s *Sleepwalkers*, Introduction and pp 121–167; 204–214*
The Fleet and Anglo-German Relations: Admiral Tirpitz to Admiral von Stosch (February 13, 1896)*
Alfred von Kiderlen-Wächter on his Foreign Policy Goals – “The Moroccan Crisis” (1911)*

In class: Skills Discussion 4—Analyzing Secondary Sources

TR, 3/5: Origins of World War I—Part II

Reading:

John Röhl, “The Kaiser and His Court,” *History Review* 25*
The “War Council” (December 1912)*
The “Blank Check” (July 5, 1914)*
Germany and the Ultimatum: Heinrich von Tschirschky and Bögenderff (Vienna) to Gottlieb von Jagow (July 10, 1914))*

In class: Skills Discussion 5—Writing a Thesis Statement

F, 3/6: **Due: Online Assignment #6, 5pm:**

a) Complete Primary and Secondary Source “Mapping” Assignment;

b) Write preliminary thesis statement/ justification of mapping; and

c) Peer review of partner's thesis statement.

SPRING BREAK

Week 9: The Sorrows of the Great War

T, 3/17: The War in the Trenches

Reading:

The Schlieffen Plan (1905)

Erich von Falkenhayn's "Christmas Memorandum" (December 1915)*

Unrestricted Submarine Warfare (December 22, 1916)

Due, hardcopy in class: Revised thesis statement and outline

TR, 3/19: The War at Home

Reading:

In class, Wilfred Owen, "Dulce et Decorum Est"*

Due, hardcopy in class: Draft

In class, writing workshop: Peer review of draft

F, 3/20: **Due Online submission of Second Paper (HLG2) via Turnitin, 5pm**

UNIT 4: INTERWAR IDEOLOGIES

Week 10: Democratic Experiments

T, 3/24: The Russian Revolution

Reading:

Lenin, "A New Phase," (1917)*

Isaac Babel, "Gedali" from *Red Cavalry* (1926)*

In class: Group work, begin Online Assignment #7 (LG3; HLG1; CLG2):

Interwar Ideologies "Choose your own adventure" using respective interwar chronologies assigned.

TR, 3/26: The Weimar Republic

Reading:

Paul von Hindenburg, "The Stab in the Back" (1919)#

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

In class: Treaty of Versailles: The Reparations Clauses (1919)#
The Constitution of the German Republic (1919)#

Week 11: Utopian Visions of Society

T, 3/31: The Rise of Fascism

Reading:

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

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

TR, 4/2: Stalinism

Reading:

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

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

F, 4/3: Due Post Comic Strips in Online Assignment #7

UNIT 5: DARK TIMES

Week 12: Hitler and World War II

T, 4/7: The Nazi Revolution

Reading:

Hitler, from *Mein Kampf* (1923)*

Claudia Koonz, excerpt from *The Nazi Conscience*, 1–45*

In class, clip: Leni Riefenstahl, *Triumph of the Will* (1935)

TR, 4/9: Ethnic Fundamentalism at Home and Abroad

Reading:

Hitler on Foreign Policy, 1932*

Nuremberg Laws, 1935*

Map: Europe in 1938

F, 4/10: Due Online Assignment #8 ((LG1; HLG1): Map exercise and assessment, Europe 1939, 5pm

Week 13: The War Against the Jews

T, 4/14: The Holocaust in the East and the West

Reading:

The “Willing Executioners” and “Ordinary Men” Debate, sections by Goldhagen and Browning*

Einsatzgruppen Reports*

Wannsee Protocol, 1942*

In class: Father Desbois and the “Holocaust by Bullets”

T, 4/16: “The Gray Zone”: Surviving the Memories

View online exhibit:

United States Holocaust Memorial Museum: “Some Were Neighbors” at <http://somereneighbors.ushmm.org/>

Due Online Assignment #9: Upload profile of perpetrators, victims, and bystander with justification (LG4; CLG3), by the beginning of class

In class: Skills Discussion #6—Film as a Historical Source

Week 14: Zero Hour in Europe

T, 4/21: Postwar Europe, Gender, and Film

Watch:

Film, online: Rainer Werner Fassbinder, “Marriage of Maria Braun” (1979) OR Pawel Pavlikowski’s “Ida” (2013) *TBD*

Reading:

Gerd Gemunden, “How to View a Film,”*

Post: answers to film questions by the beginning of class

In class: Group work and preparation for Oral Presentations

TR, 4/23: Oral Presentations

Due Online Assignment #10 (HLG2; CLG4) visuals for the oral presentations due by the beginning of class

F, 4/24: Final Exam Posted noon

M, 4/27: Final Exam due by 5pm

ASSIGNMENTS

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

Online Assignments and Guiding Questions: These guiding questions, exercises and assessments will vary from map and term identifications to short answer questions to multimedia group projects. I reserve the right to add additional in class “pop” quizzes should students continuously show up to class unprepared. **There are no make-up online assignments. If you miss graded in-class work you receive a “0” for that assignment.**

N.b. Most of the Online Assignments will count towards the participation grade. The following assignments will be graded: **Online Assignments #3, #7, #8 and #9.**

First Paper Assignment, Thinking like an Historian: (due online: Friday, February 20th): Create a fictional 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. ***Successful papers will address at least three (3) points made in the Manifesto.*** Your paper will be graded on creativity, argumentation, and ability to “think” in the historical period.

Second Paper Assignment, Writing a Thesis Statement: (due online: Friday, March 20th.): Write a 4-5 page double-spaced paper that addresses the debate about the origins of World War I. How do Clark and Röhl present two different accounts of the origins of war. How do they differ in their sources and methodology? Do they consider both short- and long-term) causes? For this paper you will be required to come up with your own thesis statement that makes a claim about the validity of one of these positions. Your paper will be graded first and foremost for its ability to present a cogent and coherent argument using evidence from the primary and secondary sources.

Group Oral Presentation (in class: Thursday, April 23rd): During our final class, students will present as groups on their film for 7–10 minute presentations (with 3–5 additional minutes for questions), worth 10% of the overall course grade and given as a group. The oral presentation should present a group answer to the historian’s questions about the film as stated in the third paper assignment. All students must speak at some point during the presentation. Students are encouraged to consult the University Speaking Center for assistance in this endeavor. Power Point presentations are encouraged but not required.

Final Exam (April 30th, 3:30–6:30): 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. There will be no incompletes given in this course and no make-up exams.

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 unless otherwise announced for specifically designated online/technology enhanced days. 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 called on for discussion.

Academic Integrity and Plagiarism

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 zero for the assignment, an F for the final grade of F for the course and/or having an academic violation placed on their record.

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.

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.**

Grading will be weighed according to the following formula and scales:

Attendance (including punctuality)	5%
Class participation (including online activities)	10%
Graded online assignments: (average)	15%
First Paper:	15%
Second Paper:	20%
Oral presentation	15%
Final Exam:	20%

59.5	D-
62.5	D
66.5	D+
69.5	C-
72.5	C
76.5	C+
79.5	B-
82.5	B
86.5	B+
89.5	A-
92.5	A

OFFICE HOURS

Office hours will be held in Spring 2015 on Thursdays from 3:30–5:30pm, by appointment. This is an open time when students are welcome to come visit the instructor with questions about the readings and class discussion. If you cannot make the regularly scheduled office hours, please feel free to make another appointment.

Have a great semester!