

Spring 2017: History 223 (01)
(3:3) GHP; GL; GMO; IGS
TR 11-12:15 in MHRA 1214

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 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: 978-0486419206.
- Erich Maria Remarque, *All Quiet on the Western Front*. Translated from the German by A. W. Wheen (New York: Balantine Books Ed., 1982); ISBN: 978-0449213940.
- 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: 978-0553577129.
- 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: 978-0841913776.
- Reserve articles and online material designated below

Assignments:

Participation	50%	Written Assignment	10%
Midterm Exam	15%	Final Exam	25%

Participation: Your 50% class participation grade consists of Internet Assignments, worksheets, in-class 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. Students cannot make up missed in-class quizzes. See the Questions for the Readings document under “Files” on Canvas for issues to consider for these assignments as well as guidance for in-class discussions of these various readings.

Written Assignment: Students will write a review (2-3 pages double-spaced) of “Schindler’s List” and other reviews of the film (worth 10%; see details below); **due April 13.**

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 Canvas**). For example, if you make 80 on the midterm (12/15) + 87 on the Written Assignment (8.7/10) + (44/50) on participation + 84 on the final exam (12.6/15) + 92 on the Final Exam Take Home Essay (9.2/10) your final grade = **86.5 (B+)**

CLASS SCHEDULE

Tuesday, January 17. 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 19: [“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 19. Pre-Modern & Early Modern Europe: Discussion of Reading

Part I: Europe 1750-1900

- Reading for Tuesday, January 24: **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 24. The Early Stages of the French Revolution: Discussion of Reading

Thursday, January 26. The French Revolution (cont'd)

- Reading for Tuesday, January 31: [“Declaration of the Rights of Man and Citizen”](#)
- Tuesday, January 31. The French Revolution (cont'd): Discussion of Reading

- Reading for Thursday, February 2: **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, February 2. The French Revolution: Discussion of Readings

- Reading for Tuesday, February 7: [Police and Spy Reports during the French Revolution; **Worksheet 1**](#) due in class

Tuesday, February 7. The French Revolution (cont'd)

- Assignment for Thursday, February 9: [“Danton”](#)

Thursday, February 9. The French Revolution: Order Restored

- Reading for Tuesday, February 14: [Ourika](#) by Claire de Dumas

Tuesday, February 14. Napoleon’s Rise to Power: Discussion of the Reading

BEGIN READING: *Hard Times* by Charles Dickens; [Worksheet 2](#) due February 23

- Reading for Thursday, February 16: [1812 Burial site discovered in Lithuania](#)

Thursday, February 16. The Fall of Napoleon: Discussion of the Reading

- Reading for Tuesday, February 21: [“Sleep We Have Lost”](#) by Roger Ekirch; **Reaction Piece** due in class

Tuesday, February 21. The Origins of the Industrial Revolution

Thursday, February 23. The Industrial Revolution (cont'd): Discussion of *Hard Times*

- Reading for Tuesday, February 28: excerpt from [The Communist Manifesto](#) by Karl Marx
- Tuesday, February 28. The Rise of Marxism: Discussion of Reading

Thursday, March 2. The Rise of Nationalism: the Unification of Italy

Tuesday, March 7. The Rise of Nationalism (cont'd): the Unification of Germany

Thursday, March 9. **Mid-Term Exam**

Part II: Europe 1900-present

BEGIN READING: *All Quiet on the Western Front* by Erich Remarque; **RP due March 30**

- Reading for Tuesday, March 21: excerpt from the pamphlet [“Imperialism, The Highest Stage of Capitalism”](#) by Vladimir Lenin; and [“Shooting an Elephant”](#) by George Orwell
Tuesday, March 21. European Colonialism: Discussion of the Readings

- Reading for Thursday, March 23: [“The Affair—the Case of Alfred Dreyfus”](#); and [“A Little Russian Girl in the Jewish Pale, 1890”](#)
Thursday, March 23. Europe at the turn of the Century: Discussion of the Readings

- Reading for Tuesday, March 28: **Backgrounder 3**—[The Assassination of Archduke Ferdinand](#); and [“An Eyewitness Account of the Assassination”](#)
Tuesday, March 28. World War I: “The War to End All Wars”

Thursday, March 30. 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 (2-3 pages double-spaced) 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 with those criticisms). **Due April 13.**

BEGIN READING: *The Diary of Anne Frank*; **Reaction Piece due April 18**

Tuesday, April 4. WWI & its Aftermath (cont’d): the Rise of Communism and Fascism

Thursday, April 6. The Rise of Fascism in Italy and Germany

Tuesday, April 11. The Rise of Hitler and Prelude to World War II

- Reading for Thursday, April 13: **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 13. WWII & the Holocaust: Discussion of the Readings and “Schindler’s List”

Tuesday, April 18. The Holocaust (cont’d): Discussion of *The Diary of Anne Frank*

BEGIN READING: *Under a Cruel Star* by Heda Margolius Kovály; **RP due April 25**

- Reading for Thursday, April 20: [speech by Soviet leader Andrei Zhdanov](#) & the [Truman Doctrine](#); **Worksheet 3** due in class

Thursday, April 20. Postwar Reconstruction & the Origins of the Cold War

Tuesday, April 25. Cold War Europe: Discussion of *Under a Cruel Red Star*

Thursday, April 27. TBD

Thursday, May 4. **FINAL EXAM at Noon**

Take Home Essay Question (worth 10% of your overall course grade) (3-5 pages double-spaced):

Drawing on no less than three different sources from the course, at least one of which should come from the first half of the semester, 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, etc. 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.