

Spring 2018: History 223 (01)
(3:3) GHP; GL; GMO; IGS
TR 11-12:15 in BRYN 212

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 revolutionary in many ways, 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; revolutionary changes & transformations; 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%
Midterm Exam	20%
Final Exam	30%

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.

Exams: There is a midterm exam (worth 20%) and a final exam (worth 30%). Both of 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; see the topic for the essay below) that draws on broad themes dealt with all semester. The Final Exam Take Home Essay will be graded on the basis of these criteria:

- 1) Level of analysis/argumentation. State your thesis *clearly* and present a thoughtful argument and interpretation, *not* a mere summary of facts.
- 2) Use of evidence. The material you select to support your thesis must be relevant and must clearly back up your argument.
- 3) Clarity of communication. You must present the evidence and express your argument in a clear, coherent, comprehensible manner.

<p>A = excellent performance on all three criteria. B = above average on all three, or excellent on some tempered by flaws in others. C = average across the board, or above average in part but with significant flaws. D = below average overall performance.</p>

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 (16/20) + (44/50) on participation + 84 on the final exam (16.8/20) + 92 on the Final Exam Take Home Essay (9.2/10) your final grade = **86 (B)**

CLASS SCHEDULE

Tuesday, January 9. 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 11: “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 11. Pre-Modern & Early Modern Europe: Discussion of Reading

Part I: Europe 1750-1900

- Reading for Tuesday, January 16: **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 16. The Early Stages of the French Revolution: Discussion of Reading

Thursday, January 18. The French Revolution (cont’d)

- Reading for Tuesday, January 23: [“Declaration of the Rights of Man and Citizen”](#)
- Tuesday, January 23. The French Revolution (cont’d): Discussion of Reading

- Reading for Thursday, January 25: **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 25. The French Revolution: Discussion of Readings

- Reading for Tuesday, January 30: [Police and Spy Reports during the French Revolution; **Worksheet 1**](#) due in class

Tuesday, January 30. The French Revolution (cont’d)

- Assignment for Thursday, February 1: [“Danton”](#)
- Thursday, February 1. The French Revolution: Order Restored

- Reading for Tuesday, February 6: [Ourika](#) by Claire de Dumas
- Tuesday, February 6. Napoleon’s Rise to Power: Discussion of the Reading

BEGIN READING: *Hard Times* by Charles Dickens; [Worksheet 2](#) due February 15

- Reading for Thursday, February 8: [1812 Burial site discovered in Lithuania](#)
- Thursday, February 8. The Fall of Napoleon: Discussion of the Reading

- Reading for Tuesday, February 13: [“Sleep We Have Lost”](#) by Roger Ekirch; **Reaction Piece** due in class

Tuesday, February 13. The Origins of the Industrial Revolution

Thursday, February 15. The Industrial Revolution (cont’d): Discussion of *Hard Times*

- Reading for Tuesday, February 20: excerpt from [The Communist Manifesto](#) by Karl Marx
Tuesday, February 20. The Rise of Marxism: Discussion of Reading

Thursday, February 22. The Rise of Nationalism: the Unification of Italy

Tuesday, February 27. The Rise of Nationalism (cont'd): the Unification of Germany

Thursday, March 1. **Mid-Term Exam**

Part II: Europe 1900-present

BEGIN READING: *All Quiet on the Western Front* by Erich Remarque; **Reaction Piece due March 22**

- Reading for Tuesday, March 13: excerpt from the pamphlet [“Imperialism, The Highest Stage of Capitalism”](#) by Vladimir Lenin; and [“Shooting an Elephant”](#) by George Orwell

Tuesday, March 13. European Colonialism: Discussion of the Readings

- Reading for Thursday, March 15: [“The Affair—the Case of Alfred Dreyfus”](#); and [“A Little Russian Girl in the Jewish Pale, 1890”](#)

Thursday, March 15. Europe at the turn of the Century: Discussion of the Readings

- Reading for Tuesday, March 20: **Backgrounder 3**—[The Assassination of Archduke Ferdinand](#); and [“An Eyewitness Account of the Assassination”](#)

Tuesday, March 20. World War I: “The War to End All Wars”

Thursday, March 22. WWI & its Aftermath: Discussion of *All Quiet on the Western Front*

BEGIN READING: *The Diary of Anne Frank*; **Reaction Piece due April 10**

Tuesday, March 27. WWI & its Aftermath (cont'd): the Rise of Communism and Fascism

Thursday, March 29. The Rise of Fascism in Italy and Germany

Tuesday, April 3. The Rise of Hitler and Prelude to World War II

- Reading for Thursday, April 5: **Backgrounder 4**—[The Roots of anti-Semitism](#); [Anti-Semitic Propaganda in France](#); and [The Holocaust in Kiev \(Babi Yar\) and Rostov](#)

Thursday, April 5. World War II & the Holocaust: Discussion of the Readings

Tuesday, April 10. The Holocaust (cont'd): Discussion of *The Diary of Anne Frank*

BEGIN READING: *Under a Cruel Star* by Heda Margolius Kovály; **Reaction Piece due April 17**

- Reading for Thursday, April 12: [speech by Soviet leader Andrei Zhdanov](#) & the [Truman Doctrine](#); **Worksheet 3** due in class

Thursday, April 12. Postwar Reconstruction & the Origins of the Cold War

Tuesday, April 17. Cold War Europe: Discussion of *Under a Cruel Red Star*

Thursday, April 19. The End of the Cold War

Tuesday, April 24. Contemporary Europe

Thursday, May 3. **FINAL EXAM at Noon**

Take Home Essay Question (worth 10% of your overall course grade) (3-5 pages double-spaced)—due at the time of the in-class exam:

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.