

**HISTORY 223—EUROPEAN REVOLUTIONS, 1789-1989**  
Spring Semester 2020



History Department Website: <https://his.uncg.edu/>

History Department Facebook Page: <https://www.facebook.com/UNCGDepartmentofHistory/>

**INSTRUCTOR**

Dr. Peter N. Gengler

Email: [pngengle@uncg.edu](mailto:pngengle@uncg.edu)

Office hours: TR, 1-2 pm and by appointment

Office: MHRA 2111

Graduate Assistant: Evan Williams

Email: [e\\_willi5@uncg.edu](mailto:e_willi5@uncg.edu)

Office hours: TBD

Office: TBD

**COURSE MEETING TIMES**

Time: TR, 11-12:15

Room: MHRA 1214

## COURSE DESCRIPTION

This course examines the political, social and cultural history of Europe from the French Revolution to the fall of the Berlin Wall. The emphasis will be on political culture and the emergence of the great ideological systems of the West, such as liberalism, conservatism, socialism, communism, nationalism, and fascism. This course will also contemplate how the borders and boundaries of Europe have changed over the last two hundred years with respect to class, race, gender and the nation state.

## COURSE OBJECTIVES:

### General Education Historical Perspectives Student Learning Outcomes (GHP)

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

### General Education Global Perspectives Student Learning Outcomes (GL):

1. Interpret or evaluate information on diverse cultures, polities, and/or intellectual traditions.
2. Describe interconnections among regions of the world.
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

### History Department Student Learning Outcomes (HLG)

1. *Historical Comprehension*. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures.
2. *Historical Analysis*. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
3. *Historical Research*. Conduct original research by investigating and interpreting primary and secondary sources.
4. *Historical Interpretation*. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing.

Beyond UNCG university and history learning goals, this course seeks to help you:

- A. Understand** how historians “do” history. By analyzing primary sources within their historical contexts, you will learn how to evaluate what they tell us about that context, the author’s worldview, and intended audiences. You will also be introduced to academic debates, and how scholars interpret and use evidence to make claims about the past.
- B. Cultivate** the need to consider historical subjects on their own terms. The temptation may arise to view modern history as nothing more than the prehistory of our contemporary world, and to project our understandings, political views, and expectations onto the past. While the present is important to consider, this course will urge you to ponder the world

around you as subject to historical processes, and a product of various historical accidents that the actors we encounter in the course navigated and responded to.

- C. Practice** critical thinking. Through close examination of primary documents, memoirs, film, and images, you will encounter the views, ideas, impressions, fears, and desires of people from a time and culture different from your own. By analyzing the texts they left behind, you will be challenged to think more deeply about humanity and history and, hopefully, develop critical and nuanced thinking skills.
- D. Improve** writing skills. Through course assignments, you will practice formulating research questions, marshalling evidence to support your thesis, and improve on your skills of synthesizing the evidence into an argument.
- E. Participate** in a lively and respectful atmosphere. Rigorous academic debate is also about difference of points of view, the aggregation of which enhances classroom experiences. All students, regardless of race, ethnicity, gender, orientation, background, or any other identity should feel welcome to participate. If you feel that this goal is not being met, please let me know in private how this can be remedied.
- F. Promote** citizenship. That is the goal of liberal arts. “Liberal” arts doesn’t refer to a political orientation, but rather to the idea that universities should cultivate the skills required of citizens who will partake in civic life. The humanities train critical thinking and communication, skills you will need in your life and careers. But more than produce competent employees, I want to provide you with the abilities to help understand and contribute to your communities and society as an informed citizen.

## **ACCESSIBILITY:**

The university and myself strive to make the class as accessible as possible. Please let me know if you anticipate or over the semester experience physical, mental, or academic barriers that might interfere with your studies, and so that we can weigh options. Students with recognized disabilities should register with the Office of Accessibility Resources and Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a [webpage](#). The mission of OARS is to provide, coordinate, and advocate for services which enable students with disabilities to receive equal access to a college education and to all aspects of university life.

## **POLICIES**

- A. Attendance:** In order to succeed in this or any course, attendance is crucial. In addition to helping guide you through an intensive course, much of our learning will come from group discussion and interaction. Moreover, it is expected that you participate and come prepared for lectures and recitations, and read the required assignments actively in order to make points or pose questions. I not only expect you to be physically present, but mentally as well. That means that surfing the internet, doing online shopping, playing around on your phone, or sleeping will lead to an ejection from the lecture, and will be marked as an unexcused absence. **If you miss more than three classes, your grade will**

**fall by one full letter grade.** If you have an illness or family emergency, or are a student athlete, your absences may be excused. However, please coordinate with me and keep me in the loop, and I will make sure we catch you up on missed material.

**B. Late Assignments:** All work must be submitted in hard copy form on the day it is due. If work is submitted past the deadline without prior coordination with me, late assignments will only be eligible for a portion of the full credit. My policy for how many points are docked is the following: 1-3 days—5%; 4-7 days—10%; 8-10 days—25%. Work submitted more than 10 days after the deadline can only receive **a maximum** 50% credit.

**C. Academic Integrity Policy:** All assignments and course interactions are subject to UNCG's [Academic Integrity Policy](#). This includes, for instance, procedures disciplining plagiarism. In plain language: Any indication that your work is not your own is an absolutely inexcusable offense that insults me, your peers, and sullies the standards of scholarship. It will be addressed vigorously. The consequences of violating the Academic Integrity Policy are not to be taken lightly, and it is not worth the risk of committing plagiarism just to get a slightly better grade in this course.

## GRADING

The assignments (see below) and course grades will conform to the following values:

A (93–100%) • A- (90–92%)	Mastery of course content at the highest level of attainment;
B+ (87–89%) • B (83–86%) • B- (80–82%)	Strong performance demonstrating a high level of attainment;
C+ (77–79%) • C (73–76%) • C- (70–72%)	Acceptable performance demonstrating an adequate level of attainment;
D+ (67–69%) • D (63–66%) • D- (60–62%)	Marginal performance in the required exercises . . . a minimal passing level of attainment;
F (< 59%)	An unacceptable performance.

## ASSIGNMENTS

Attendance and Participation	10%
Response Papers (4)	40%
Map Quiz	5%
Midterm	20%
Final Exam	25%

The assignments entail the following components, though detailed information will follow over the course of the semester:

**A. Attendance and Participation:** As noted above, both are vital for success in the course.

If you regularly attend, participate and are engaged, you will succeed and this should be easy points. (SLO: GHP 1,2; GL 1, 2, 3; HLG 1, 2)

- B. **Response Papers:** These are 3-4 page essays (12 pt. font, double-spaced) engaging with the books (listed below). These are intended to be your reaction to or opinion of the assigned readings, NOT a summary. As such, the goal for you is to not only demonstrate that you carefully read the texts, but that you can construct an argument with supporting evidence. This is a university-level essay, and will require proper citations. (SLO: GHP 1; HLG 2)
- C. **Map Quiz:** It seems obvious, but it helps to know the geography of the continent we are going to be talking about. This quiz will assess your knowledge of European geography.
- D. **Midterm and Final:** Both the midterm and final exam are comprised of identifications and short answers. The midterm will cover the course readings and lectures from 1789 to 1900; the final from 1900 to the present. However, the final will include a take home essay that will draw on themes from the entire course. (SLO: GHP 1,2; GL 1, 2, 3; HLG 1, 2, 4).

For these assignments, the graduate instructor and I are available to help guide you, and we are happy to work with you in improving your writing and comprehension skills. Please be aware, as well, that the university has an excellent [Writing Center](#) that can improve individual writing and impart techniques and skills that will help you succeed at UNCG and in your future careers.

## TEXTBOOKS AND READINGS<sup>1</sup>

This course requires a large amount of reading and reflection. It is impossible to grasp such a large and complex subject without such a workload. Because of the materials and their challenging emotional scope, it is important that you start early and work steadily.

As for the course texts, I remember my college days and recall the pain of forking over money for expensive textbooks. So instead of a large and costly tome, I have opted for a combination of articles and novels/memoirs. I will provide you with many of the articles and materials via Canvas.

Some required books that we will spend considerable time with must be purchased, and are available at the Student Store and online. The online route might be cheaper, and I don't care if you find an older edition. The books for the course are:

Charles Dickens, *Hard Times*

Erich Maria Remarque, *The Road Back*

Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen*

Heda Kovaly, *Under a Cruel Star: A Life in Prague, 1941-1968*

Lectures will generally take care of the context, but given the breadth of the course cannot cover everything. So please be aware: **The lectures do not replicate the books or summarize the**

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<sup>1</sup> Note that the readings fulfill the following learning outcomes: GHP 2; GL 1, 2, 3; and HLG 1, 2.

**readings, and will not substitute fully for the reading!** My lectures will provide background information to the readings, or expound upon a particular theme or challenge. We will regularly revert to a discussion or source analysis requiring class input, so it is in your interest to be prepared.

## **COURSE SCHEDULE**

The schedule outlines the major topics that we will cover. It may (and very likely will) be modified if necessary, with adequate notice.

### Part 1 | Europe 1750-1900

#### **1. January 14 | Introduction**

#### **2. January 16 | Early Modern Europe**

*Reading:*

- Robert Darnton, "[Peasants Tell Tales: The Meaning of Mother Goose](#)"
- Accounts of [social conditions in 17<sup>th</sup> century France](#)
- Immanuel Kant, "[What Is Enlightenment?](#)"

#### **3. January 21 | "Is It a Revolt?" The French Revolution**

*Reading:*

- Robert Darnton, "[An Early Information Society: News and Media in Eighteenth-Century Paris](#)"
- "[Declaration of the Rights of Man and Citizen](#)"

#### **4. January 23 | From Revolution to Terror**

*Reading:*

- Linda Kelly, [Women in the French Revolution](#) (excerpt)
- Police and spy [reports](#) during the French Revolution
- Maximilien Robespierre, "Justification of the Use of Terror"

***\*MAP QUIZ IN CLASS, JAN 23\****

#### **5. January 28 | The Rise of Napoleon**

*Reading:*

- Napoleon: Leader, General, Tyrant, Reformer ([excerpt](#) from *Era of the French Revolution*)

**6. January 30 | The Fall of Napoleon**

*Reading:*

- Frederick Wilhelm III's call for national mobilization, "[To My People](#)"
- Discovery of French mass graves in Eastern Europe ([BBC report](#))

**7. February 4 | Conservatism and Romanticism**

*Reading:*

- "[Beethoven's Famous 4 Notes](#)"
- Klemens von Metternich, "[The Odious Ideas of the Philosophes](#)" (excerpt)

**8. February 6 | The Revolutions of 1848**

*Reading:*

- TBD

**9. February 11 | Industrial Revolution: Origins**

**10. February 13 | The Industrial Revolution**

*Reading:*

- Charles Dickens, *Hard Times*

**11. February 18 | Marxism**

*Reading:*

- Karl Marx, [The Communist Manifesto](#) (excerpt)

**\*RESPONSE PAPER 1 DUE FEB 18\***

**12. February 20 | The Rise of Nationalism**

*Reading:*

- Jeremy King, "Budweisers into Czechs and Germans" and "Free-for-All, 1890-1902," in *Budweisers into Czechs and Germans: A Local History of Bohemian Politics, 1848-1948* (Princeton: Princeton University Press, 2002), 1-15, 80-113

**13. February 25 | Review for Midterm**

**14. February 27 | Midterm**

**SPRING BREAK, FEB 29-MARCH 8**

(Psssst...you should do some reading over break)



**15. March 10 | European Hegemony**

*Reading:*

- Rudyard Kipling, “[The White Man’s Burden](#)” (1899)
- George Orwell, “[Shooting an Elephant](#)” (1936)

**16. March 12 | WWI: Total War**

*Reading:*

- Modris Eksteins, “The Rites of War,” in Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age* (Boston: Houghton Mifflin, 2000), 139-169

**17. March 17 | A Bitter Peace**

*Reading:*

- Woodrow Wilson, “[Fourteen Points](#)”

**18. March 19 | Interwar Europe**

*Reading:*

- Erich Remarque, *The Road Back*

**19. March 24 | The Nazi Rise to Power**

*Reading:*

- [The Nazi Party Program](#)

**\*RESPONSE PAPER 2 DUE MARCH 24\***

**20. March 26 | Unleashing World War II**

*Reading:*

- TBD

**21. March 31 | The Holocaust**

**22. April 2 | The Savage Continent**

*Reading:*

- Tadeusz Borowski, *This Way for the Gas Ladies and Gentlemen*

**23. April 7 | Reconstructing Europe and the Roots of the Cold War**

*Reading:*

- Harry S. Truman, “[Address to Congress](#)” (March 12, 1947)
- Andrei Zhdanov, “[Speech at the Inauguration of the Cominform](#)” (September 1947)



## **\*RESPONSE PAPER 3 DUE APRIL 8\***

### **24. April 9 | Cold War Europe**

*Reading:*

### **25. April 14 | Unsettling Currents: New Social Movements, Oil Shocks, Neoliberalism**

*Reading:*

- Excerpts from Simone de Beauvoir, [\*The Second Sex\*](#) (1949)

### **26. April 16 | Détente**

*Reading:*

- Heda Kovaly, *Under a Cruel Star*

### **27. April 21 | The Peaceful Revolution: 1989**

*Reading:*

- Excerpts from Vaclav Havel, “The Power of the Powerless” (1978)

## **\*RESPONSE PAPER 4 DUE APRIL 21\***

### **28. April 23 | Globalization and Current Events**

*Reading:*

- TBD

### **29. April 28 | Review for Final**

**FINAL EXAM: 12-3 PM, ON  
THURSDAY, MAY 7**