

History 223
Fall 2004

The HISTORY of MODERN EUROPE

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

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Office Hours: M 10-11:00; W 2-3:00; F 11-11:50; and by appointment

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 (since about 1700). 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 1700-1850; and Europe 1850-present. We will approach the subject material from several perspectives, including political, social, economic, and cultural, with several themes in mind: war & peace; ideology/religion; family/gender; social class; and technology.

Goals & Objectives

By the end of the course students will understand, firstly, that history is not just the memorization of dates and facts, but rather the interpretation of the past; and, secondly, that we tend to see modern Europe and the world through a number of basic assumptions that are not always accurate. Students will take from the class the skills to critically appraise historical arguments and to clearly express their own interpretations.

Readings:

Voltaire, *Candide*

Charles Dickens, *Hard Times*

Anne Frank, *The Diary of Anne Frank*

Zlata Filipovic, *Zlata's Diary: A Child's Life in Sarajevo*

Reserve articles and online material designated below

Course Web Page: The course web page is at www.uncg.edu/~jwjones/moderneurope
The page has course readings, summaries of the notes, links to Internet Resources, and other features relevant to the course.

Assignments:

Participation	25%
Midterm Exam	20%
Written Assignment	25%
Final Exam	30%

Participation: Your 30% class participation grade consists of worksheets, random and announced in-class quizzes, and several 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. The total sum of these assignments is 60 points, which will be divided by two for the final participation grade. Students who miss an in-class quiz can *only* make it up with a legitimate reason. Inform me beforehand if you know you have to miss a quiz and we will schedule a make-up.

Written Assignment: Students will write a review (3-4 pages double-spaced) of “Schindler’s List” and of two reviews of the film. The assignment:

View “Schindler’s List” and read the reviews of the film on e-reserve (feel free to identify other reviews as well). 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 tell why you agree or disagree with them).
The assignment is worth 25% of the final grade and is **due Monday, November 15.**

Exams: There is a midterm exam (worth 20%) and a final exam (worth 30%). The exams cover *only* the part of the course for which they are designated (Midterm: Europe 1700-1850; Final: Europe 1850-present), so they are *not cumulative*. However, the final exam includes a comprehensive Take Home Essay (worth 10% of the overall grade) that draws on broad themes dealt with all semester.

Grading: Grades are compiled on a point system. For example, if you make 80 on the midterm (**16/20**) + 87 on the Written Assignment (**17.4/20**) + 88 on participation (**26.4/30**) + 84 on the final exam (**16.8/20**) + 92 on the final exam Take Home Essay (**9.2/10**) your final grade = **85.8** or **86** or B. Keep up with your grades on the chart at the end of the syllabus to know what you have going into the Final Exam.

Lecture & Assignment Schedule

Monday, August 16. Introduction to the Course & Pre-Modern Europe

- Reading for next class: “Peasants Tell Tales: The Meaning of Mother Goose” by Robert Darnton; and “Social Conditions in 17th Century France”; ****Reaction Piece** to this material due in class;
- Optional: listen to the NPR Report “Little Red Riding Hood Uncloaked”

Wednesday, August 18. Pre-Modern & Early Modern Europe: Discussion of Readings

- Reading for next Wednesday: **Background 1**—Enlightened Thinkers & Enlightened Despots; and *Candide* by Voltaire; ****Reaction Piece** due in class

Monday, August 23. Early Modern Europe (cont’d)

- Optional Reading: “An Early Information Society: News & the Media in Eighteenth-Century Paris” by Robert Darnton

Part I: Europe 1700-1850

Wednesday, August 25. The Enlightenment: Discussion of *Candide*

- Reading for next class: “The Forbidden Best-Sellers of Pre-Revolutionary France” by Robert Darnton; and “The Band of Brothers” by Lynn Hunt; **Worksheet 1** due in class

Monday, August 30. The Early Stages of the French Revolution: Discussion of Reading

- Reading for next class: “Declaration of the Rights of Man and Citizen”

Wednesday, September 1. The French Revolution

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

Wednesday, September 8. The French Revolution: Discussion of Readings

Monday, September 13. The French Revolution: Order Restored

- Reading for next class: 1812 Burial site discovered in Lithuania
- Out-of-class Film: “Everlasting Piece”, 7:00 Jarrell Hall; ****Reaction Piece** due Wednesday, September 22

Wednesday, September 15. The Napoleonic Wars & Napoleon’s Fall from Power

- Reading for next class: **Backgrounder 3**—A Brief History of Pre-Modern Ireland; and “A Modest Proposal” by Jonathan Swift; ****Reaction Piece** due in class;
- Reading for next Wednesday: “From Famine to Five Points” by Tyler Anbinder; and “Britain’s Food Supply, 1760-1846: The Irish Connection” by Brinley Thomas

Monday, September 20. Origins of Conflict in Ireland: Discussion of Readings

Wednesday, September 22. Conflict in Ireland: Discussion of Film & Readings

BEGIN READING: *Hard Times* by Charles Dickens; **Worksheet 2** due Monday, October 4

Monday, September 27. The Origins of the Industrial Revolution

- Reading for next class: “Sleep We Have Lost” by Roger Ekirch; ****Reaction Piece** due in class

Wednesday, September 29. The Industrial Revolution (cont’d)

Monday, October 4. The Industrial Revolution: Discussion of *Hard Times*

Wednesday, October 6. **Mid-Term Exam**

Part II: Europe 1850-present

Wednesday, October 13. The Rise of Marxism

- Reading for next class: excerpt from *The Communist Manifesto* by Karl Marx

Monday, October 18. Marx's Critique of Capitalism: Discussion of Reading

Wednesday, October 20. The Rise of Nationalism & Emerging Nation States

- Reading for next class: excerpt from the pamphlet "Imperialism, The Highest Stage of Capitalism" by Vladimir Lenin

Monday, October 25. European Colonialism: Discussion of Reading

- Reading for next class: "The Affair—the Case of Alfred Dreyfus"; and "A Little Russian Girl in the Jewish *Pale*, 1890"

Wednesday, October 27. Europe at the turn of the Century: Discussion of Readings

- Reading for next class: **Backgrounder 4**—The Assassination of Archduke Ferdinand; and "An Eyewitness Account of the Assassination";
- Reading for next Wednesday: **Backgrounder 5**—The Russian Revolution; "The Proletarian Revolution & the Renegade Kautsky" by Vladimir Lenin; and "Theses on Communist Morality in the Sphere of Marital Relations" by Alexandra Kollontai; **Worksheet 3** due in class

Monday, November 1. World War I: "The War to End All Wars"

Wednesday, November 3. World War I & its Aftermath: Discussion of Readings

BEGIN READING: *The Diary of Anne Frank*; ****Reaction Piece** due Wednesday, November 17; **NOTE**: students should also view the film "Schindler's List," read the reviews of the film on e-reserve, and **complete the Written Assignment by Monday, November 15**

Monday, November 8. The Rise of Fascism in Italy & Germany

Wednesday, November 10. Europe Engulfed: World War II

- Reading for next class: The Fire-bombing of Dresden

Monday, November 15. World War II (cont'd) & the Holocaust

- Reading for next class: **Backgrounder 6**—The Roots of anti-Semitism; and e-reserve excerpt from *The Memoirs of Gluckel of Hameln*; **Written Assignment Due** in class
- Out-of-class Film: "Nasty Girl", 7:00 Jarrell Hall

Wednesday, November 17. The Holocaust: Discussion of *The Diary of Anne Frank*, "Nasty Girl", and "Schindler's List"

- Reading for next class: speech by Soviet leader Andrei Zhdanov & the Truman Doctrine; **Worksheet 4** due in class

Monday, November 22. "Reconstruction" & the Origins of the Cold War

BEGIN READING: Zlata Filipovic, *Zlata's Diary: A Child's Life in Sarajevo*;

**Reaction Piece due Wednesday, December 1

Monday, November 29. Cold War Europe & the Roots of Conflict in Yugoslavia

Wednesday, December 1. War in Yugoslavia: Discussion of *Zlata's Diary*

Monday, December 6. Europe Today

FINAL EXAM: Monday, December 13 3:30-6:30

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GRADE CHART

Participation Grade (WS = Worksheet; RP = Reaction Piece; Q= Quiz)

{Note: All Worksheets, Reaction Pieces & Quizzes are worth 3-5 pts.}

Add your scores on these assignments:

	RP 1 _____	Q 1 _____	
WS 1 _____	RP 2 _____	Q 2 _____	
WS 2 _____	RP 3 _____	Q 3 _____	
WS 3 _____	RP 4 _____	Q 4 _____	
WS 4 _____	RP 5 _____	Q 5 _____	
	RP 6 _____	Q 6 _____	
= _____	+ = _____	+ = _____	Part. Grade = _____/2 = <input style="width: 50px; height: 20px;" type="text"/>
			+
		<u>Midterm (20 pts.)</u>	
		(number grade) _____ x .20 = <input style="width: 50px; height: 20px;" type="text"/>	
			+
		<u>Written Assignment (25 pts.)</u>	
		(number grade) _____ x .25 = <input style="width: 50px; height: 20px;" type="text"/>	
			+
			= _____*

*This is your numerical grade for the course going into the Final Exam, which covers the remaining 30% of the grade, including a Take Home Essay Question worth 10% of the overall course grade. To convert the number to a letter grade, divide it by 70, which is the total number of points possible prior to the Final Exam.