

University of Wisconsin-Madison
Department of History
Semester I, 2018-19

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History 120: Europe and the Modern World, 1815-2015

This course introduces students to key themes in the history of Europe from the fall of Napoleon to the crisis of the European Union in the early decades of the twenty first century. We will ask how and why Europe came to dominate the world in the nineteenth century and why it lost that dominance in the twentieth. Why did Europe give birth both to models of democracy and social equality but also to dictatorship and terror? Why has Europe been such a laboratory for nationalism and does the emergence of the European Union signal the end of this epoch? These questions (among others) will be at the heart of our inquiry this semester.

Attendance and participation in weekly discussion sections is mandatory. You must complete all the assigned reading **before your weekly section meeting.** We expect students to come to section prepared for an in-depth and wide-ranging discussion of the issues raised by the class readings. We are not looking for “right” answers but for original thinking on your part. **All students should post a one-paragraph response to the readings along with a question for discussion on Canvas by 5 pm the day before your section meets.** These posts are due each week except for weeks 4 and 14 when you will be writing 1-page papers. Students are responsible for all the materials presented in lecture. The lectures are not based on the textbook and they offer perspectives and materials that are not available in the readings.

You will not be discussing the **Text** in section. The textbook readings are designed to provide you with the necessary background to understand the lectures and the course readings. For most weeks I have assigned chapters from the **Text**.

Objectives: This is an introductory course that requires no previous familiarity with the historical discipline or with Europe. In this class you will:

- Differentiate primary and secondary sources
- Make concise arguments (1 sentence; 1 page)
- Compose clearly written and persuasive interpretation of the past

- Use different kinds of sources (primary sources; novels; secondary sources) in support of your arguments and interpretations
- Gain an in-depth understanding of the main themes in the political, cultural and social history of Europe from the fall of Napoleon to the twenty first century.
- Evaluate the relationship between the present and the past.

Requirements: There will be one in class midterm, one two-hour final examination, and a map quiz that will be given in lecture. In addition, all students are required to write **two** fifty word sentences in answer to a question, **two** one page response papers on documents, and **one** 4-page paper and **one** 6 page paper on assigned topics. Papers will be based on the readings and the lectures and require no outside research.

Grading will be based on the examinations, the papers, as well as your participation in the discussion sections. The exams count for 30% of the grade (midterm = 10%; final = 20%), the papers 40%, and discussion 30%. The discussion grade will be attributed by your TA and will be based on attendance, participation in discussion, the Canvas posts, the 2 one-page papers, the 2 fifty-word sentences, and the map quiz. Students who miss more than one discussion section without a valid excuse will lose points on their section grades. Those who attend only a few section meetings during the semester place will fail this component of the class and place themselves at a high risk of failing the class altogether. So be forewarned!

Workload: This 4-credit course has 4 hours of group meetings per week (each 50 minute segment of lecture and discussion counts as one hour according to UW-Madison's credit hour policy). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

We expect you to hand in your own work and not to borrow sentences or sentence fragments from books, articles, or the web. In other words, all your sentences should be of your own making (if you use more than three successive words from a book, you should put them in quotation marks). Students are urged to familiarize themselves with the rules and guidelines concerning plagiarism -- any cases of plagiarism or cheating will be dealt with severely. Downloading material from the web and claiming it as your own is a form of plagiarism. To learn more about quoting and paraphrasing check the Writing Center's excellent tips at <http://www.wisc.edu/writing/Handbook/QuotingSources.html> Further information on the University's policies on plagiarism can be found at <https://conduct.students.wisc.edu/academic-integrity/> (scroll down the page and look at UWS Chapter 14). If you are unclear about what you should or should not be doing, please don't hesitate to ask.

The History Lab: The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument,

revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Drop by Humanities 4255 or schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

Electronic devices. Please **turn off** all electronic devices (including laptops) during lecture. There is a growing body of evidence that suggests that students learn more when they take notes by hand and they perform better than students who are electronically connected. Laptops can be distracting users (who are often tempted to surf the web) and their neighbors. Multitasking is not conducive to learning. During lecture and discussion you should focus on the material and keep outside distractions to a minimum. I will also be showing numerous slides and illuminated screens make it difficult for your neighbors to see.

Accommodations: Students needing special accommodations for their course work should contact the instructor.

University Statement on Diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Office Hours: I will hold office hours Friday from 2 to 4. You can also speak with me after class or send me an email to set up an alternative meeting time. I’m always happy to meet with you to discuss the class.

The following books are **required** and can be purchased at the bookstore of your choice. They have also been placed on 3-hour reserve at Helen C. White Library.

- Karl Marx, *The Communist Manifesto* (Penguin Books)
- Erich Maria Remarque, *All Quiet on the Western Front* (Ballantine books)
- Joseph Conrad, *Heart of Darkness* (Signet Classics)
- David I. Kertzer, *The Kidnapping of Edgardo Mortara* (Vintage Books)
- Arthur Koestler, *Darkness at Noon* (Scribner’s)
- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (Harper Perennial)
- Slavenka Drakulić, *How we Survived Communism and Even Laughed* (Harper Collins)
- Lynn Hunt, Thomas Martin, Barbara Rosenwein, R. Po-Chia Hsia, Bonnie Smith, *The Making of the West, volume 2: since 1500. Fifth Edition* (Bedford/St. Martin’s, 2017) (**Text**)

Sources of The Making of the West: Peoples and Cultures. Vol II: Since 1500
(Fourth Edition, 2012)

Unless otherwise noted readings can be found in Sources of the Making of the West.

Week 1 (September 6) Introduction

History and Geography

Week 2 (September 11, 13) Consequences of the French Revolution and the Napoleonic Wars

The Legacy of the French Revolution and Napoleon
Europe in 1815: Diplomacy and the Balance of Power
Restoration and Reaction

Text: Chapters 19, 20

Section: Abbé Siéyès, “What is the Third Estate?” (112-116); French National Assembly, “The Declaration of the Rights of Man and Citizen” (117-20); Maximilien Robespierre, “Report on the Principles of Political Morality” (124-127); Olympe de Gouges, “Declaration of the Rights of Women” (120-24); Abd al-Rahman al-Jabartî, “Napoleon in Egypt” (134-37).

Week 3 (September 18, 20) Economic Revolutions and the Birth of Socialism

The Industrial Revolution
Socialism & the Working Class

Text: Chapter 21

Section: Metternich, "Results of the Congress at Laybach" (137-40); Peter Kakhovsky, “The Decembrist Insurrection in Russia,” (140-43)

50 word sentence due in section

Week 4 (September 25, 27) Ideologies and Revolutions

The Revolutions of 1848
Liberalism and Conservatism / religion

Section: Marx, The Communist Manifesto (Read the entire Manifesto of the Communist Party); Friedrich Engels, “Draft of a Communist Confession of Faith” (161-65). “Factory Rules in Berlin” (151-54)

1 page paper on documents due in section. No response on Canvas this week.

Week 5 (October 2,4) Creating Nations

The Birth of Modern Italy
Germany becomes a Nation

Text: Chapter 22

Section: David Kertzer, The Kidnapping of Edgardo Mortara, 1-108, 119-42, 173-83, 299-304.

Week 6 (October 9,11) Gender and Private Life

Private Life: Consumption and Culture
Women and Society, 1815-1914
Modernism

Section: Rudolf von Ihering, “Two Letters” (176-78); Camillo di Cavour “Letter to King Victor Emmanuel,” (174-76); “Documents on German Unification” (Canvas); J. S. Mill, “On Liberty” (Canvas)

***** 4 page paper due October 9 in class *****

Week 7 (October 16,18) Imperialism and War**In class map quiz, October 16 (15 minutes)**

Europe’s Colonial Empires, 1880-1914
The Origins of World War I & Great War part I

Text: Chapter 23

Section: Margaret Bonfield, “A Life’s Work” (190-200); Emmeline Pankhurst, “Speech from the Dock” (215-17); Sarah Stickney Ellis, “Characteristics of the Women of England” (154-57)

Week 8 (October 23, 25). The Great War and its Aftermath

The Great War Part II and The Russian Revolution.

Midterm (Oct 25)

Text: Chapter 24

Section: Joseph Conrad, Heart of Darkness; Chinua Achebe, “An Image of Africa,” Research in African Literatures 9 (1978), 1-15 (Canvas).

Week 9 (October Oct 30, Nov 1) Fascism and Communism

The Rise of Italian Fascism
Hitler and National Socialism
Stalinism

Text: Chapter 25.

Section: Erich Maria Remarque, All Quiet on the Western Front

Week 10. (November 6, 8) The Interwar Crisis

The Crisis of European Democracy / Spanish Civil War
Appeasement and the Coming of World War II

Text: Chapter 26

Section: Arthur Koestler, Darkness at Noon

50 word sentence due in section

Week 11. (November 13, 15) The Second World War

World War II

The Holocaust: the Destruction of European Jewry

Europe Divided: The Cold War

Section: Christopher Browning, Ordinary Men, 1-113; Benito Mussolini, “The Doctrine of Fascism” (235-39); Adolph Hitler, “Mein Kampf,” (240-242); Joseph Goebbels, “Nazi Propaganda Pamphlet” (243-45)

Week 12 (November 20) The End of the European Empires

Decolonization

Happy Thanksgiving!

Sections do not meet this week

*****6 page paper due Wednesday November 21 by 1 pm in your TA's box*****

Week 13 (November 27, 29) From the European Turn to the Collapse of Communism

European Unification

German Reunification

The Collapse of the Soviet Empire

Section: Browning, Ordinary Men, 115-223

Text: Chapter 27

Week 14 (December 4, 6) The Rebirth of Nationalism and the Future of Europe

A Continent of Immigrants? Immigration and European Identity

From the Rebirth of Nationalism to the Crisis of the European Union

Section: Slavenka Drakulić, How we Survived Communism and Even Laughed
(Harper Collins). 1-132, 169-89
Text: Chapter 28.

1 page paper on documents due in section. No response on Canvas this week.

Week 15 (December 11). The Past and the Present

What Future for Europe?

No section meetings this week

Text: Chapter 29

Final Exam: Thursday December 20, 12:25 PM

Goals of the History Major

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.

2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.