

University of Wisconsin-Madison
Department of History
Semester I, 2015-16

Laird Boswell
Office hours: Wed 1-3, 5127 Humanities
lboswell@wisc.edu

Teaching Assistants:
John Boonstra (boonstra@wisc.edu)
Reid Palmer (rrpalmer@wisc.edu)

Syllabus also available on the course Learn@UW page and
http://history.wisc.edu/courses_undergraduate.htm

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. The purpose of discussion is to have an wide ranging and critical discussion of the readings. 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 the Learn@UW site by Monday 8 pm for those who have a section on Tuesday and by Wednesday 8 pm for all others.** 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:

- Learn how to distinguish primary and secondary sources
- Learn how to make concise arguments (1 sentence; 1 page)
- Learn how to make clearly written and persuasive interpretation of the past
- Learn how to 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.
- Understand the relationship between the present and the past.

Requirements: There will be one in class midterm (October 23), one two-hour final examination, and a map quiz that will be given in section. In addition all students are required to write **three** fifty word sentences in answer to a question, **three** one page response papers on documents, and **two** 6-page papers 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 Learn@UW posts, the 3 one-page papers, the 3 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!

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 http://www.students.wisc.edu/doso/docs/uws_chapter_14.pdf .If you are unclear about what you should or should not be doing, please don't hesitate to ask.

The History Lab: New this semester, 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 is here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <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 both for the user (who is often tempted to surf the web) and for his or her neighbors. Multitasking is not conducive to learning. During lecture and discussion you should focus on the material and keep outside distractions to a minimum.

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

Office Hours: I will hold office hours Wednesday from 1 to 3. 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)
 Giuseppe di Lampedusa, The Leopard (Pantheon 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: Peoples and Cultures. Fourth Edition Vol C: Since 1740 (Bedford/St. Martin's, 2009) (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 2, 4) Introduction

Introductory Remarks
 History and Geography

Thursday sections will meet. No reading assignments

Week 2 (Labor Day; September 9, 11) Consequences of the Revolution and the Napoleonic Wars

The Legacy of the French Revolution and Napoleon

Europe in 1815: Diplomacy and the Balance of Power

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 14, 16, 18) Political Reaction and Economic Revolution

Restoration and Reaction
The Agricultural Revolution
The Industrial Revolution

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 21, 23, 25) Workers and Revolution

Socialism
The Working Class
The Revolutions of 1848

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

Week 5 (September 28, 30, October 2) Creating Nations

The Birth of Modern Italy
Germany becomes a Nation
Peasants and Rural Society

Text: Chapter 22

Section: Giuseppe di Lampedusa, The Leopard

Week 6 (October 5, 7, 9) Private Life

Liberalism and Conservatism

Private Life: Consumption and Culture
 Private Life: Religion

Section: Rudolf von Ihering, "Two Letters" (176-78); Camillo di Cavour "Letter to King Victor Emmanuel," (174-76) Otto von Bismarck, "Reflections and Reminiscences" (Learn@UW); J. S. Mill, "On Liberty" (Learn@UW)

50 word sentence due in section

Week 7 (October 12, 14, 16) Imperialism

***** 6 page paper due October 14 in class *****

Women and Society, 1815-1914
 Europe's Colonial Empires, 1880-1914
 Dictatorships and Autocracies, 1852-1914

In class map quiz, October 16 (15 minutes): Study maps in textbook pp. 660, 669, 689, 730, and 733.

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 19, 21, 23). The Great War

The Origins of World War I
 Review
Midterm (Oct 23)

Text: Chapter 24
 Section: Joseph Conrad, Heart of Darkness; Chinua Achebe, "An Image of Africa," Research in African Literatures 9 (1978), 1-15 (Learn@UW).

Week 9 (October 26, 28, 30) Revolutions of Left and Right

The Great War, 1914-18
 The Russian Revolution.
 The Rise of Italian Fascism

Text: Chapter 25.
 Section: Erich Maria Remarque, All Quiet on the Western Front

1 page paper on documents due in section

Week 10. (November 2, 4, 6) Fascism and Communism

Hitler and National Socialism
Stalinism
Modernism

Text: Chapter 26

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

50 word sentence due in section

Week 11. (November 9, 11, 13) The Coming of the Second World War

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

Section: Arthur Koestler, Darkness at Noon

Week 12 (November 16, 18, 20) From the World War to the Cold War

World War II
The Holocaust: the Destruction of European Jewry
Europe Divided: The Cold War

Section: Christopher Browning, Ordinary Men, 1-113

Week 13 (November 23, 25) The European Turn

*****6 page paper due November 23 by 5 pm in your TA's box*****

Decolonization
European Unification
Happy Thanksgiving!

Tuesday sections do not meet this week

Text: Chapter 27

Week 14 (Nov 30, December 2, 4) The Collapse of Communism

The Welfare State and its Critics
German Reunification
The End of the “Popular Democracies”

Text: Chapter 28.

Section: Browning, Ordinary Men, 115-223

1 page paper explaining why the Ordinary Men are not guilty

Week 15 (December 7, 9, 11) The Rebirth of Nationalism and the Future of Europe

The Collapse of the Soviet Empire

A Continent of Immigrants? Immigration and European Identity

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

Text: Chapter 29

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

Week 16 (December 14)

What Future for Europe?

Tuesday sections meet this week

Final Exam: Wednesday December 17, 5:05 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.