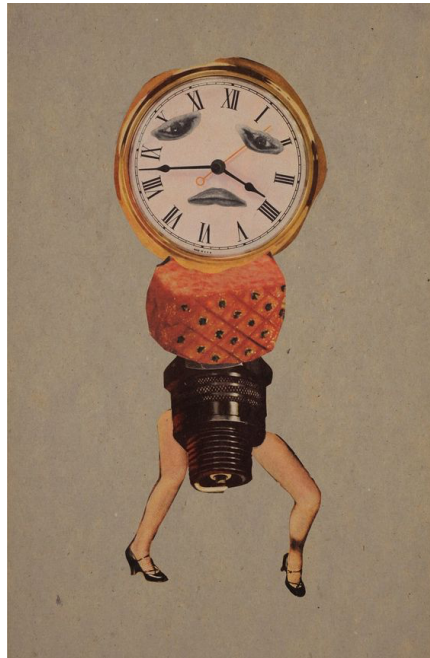


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# HISTORY 120:

## EUROPE AND THE MODERN WORLD, 1789 TO THE PRESENT

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FALL 2016

MONDAYS AND WEDNESDAYS, 8-9:15AM  
ROOM: HUMANITIES 1111

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*Office: 4124 Humanities Building*

*Office hours: Mondays, 2:30-4:30pm and by appointment; Skype/Google chat also works*

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## COURSE DESCRIPTION

Time travel is the name of the game in this survey of European history, which starts with the French Revolution and brings us up through the present day. Key topics in the course include the history and legacy of European imperialism; the consolidation of the modern nation-state; the rise of nationalism and internationalism; and the causes and consequences of World War I, World War II, and the Cold War.

Two overarching themes will guide us on our fast-paced journey through time and space:

- 1. Revolution:** The past 200+ years of European history have been years of revolution, marked by the overthrow of established governments and social orders. Have all of Europe's revolutions been violent, and is political violence necessary for the success of revolution? Do revolution and utopianism go hand-in-hand, or has Europe had anti-utopian or non-utopian revolutions? Finally, have Europe's many revolutions expanded the reach of democracy, and brought more freedom, justice, and equality to all? How (if at all) have they failed to live up to their promises?
- 2. Human Rights:** "Human Rights t'assert, is to Rebel," said the Irish poet Nahum Tate before dying in debtor's prison in 1715. Tate was right: at the time he lived, "human rights" was a brand new idea, and it was a controversial one. But today, the notion that all human beings have a set of rights and entitlements just by virtue of being human doesn't sound rebellious at all – it sounds...well...pretty bland. Since the 1940s, human rights declarations, human rights courts, and human rights claims have become a dime a dozen. How did the idea, language, and practice of human rights get normalized in Europe over the course of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries? When and why did human rights stop sounding revolutionary? Finally, in 2016, *do* all human beings in Europe have a set of rights and entitlements just by virtue of being human? In other words: has the dream of human rights for all being realized or not?

We will explore these questions through a combination of class discussions, lectures, and first-hand encounters with historical sources. Through three focused mini-projects, students will also become shapers and makers of history

themselves. They will one-up Wikipedia; pioneer new ways to see the past on its own terms; and craft an argument-based intervention on a historical topic that resonates at a personal level, and speaks to present-day concerns.

## **COURSE OBJECTIVES**

In this class, students learn a series of practical, transferable, skills.

Over the course of the semester, students will:

- Engage in critical thinking and probing source analysis
- Become powerful and persuasive writers
- Gain confidence as public speakers and active listeners
- Unearth and showcase original findings
- Evaluate the strength of arguments and the reputability of evidence
- Recognize and challenge logical fallacies
- Use historical perspective to illuminate contemporary problems

Throughout, students will also probe the many faces of revolution, and practice historicizing some words and phrase we hear every day, such as “human rights,” “terrorism,” “right-wing/left-wing,” “fascism,” “liberalism,” and “nationalism.”

## **GRADE BREAKDOWN**

One-up Wikipedia essay: 10% (2 pgs, double-spaced, with footnotes)

Original interpretive essay: 15% (4-5 pgs, double-spaced, with footnotes)

Draft: 5%; final essay: 10%

Capstone essay: 15% (4-5 pgs, double-spaced, with footnotes)

Quizzes: 25% (two student-generated multiple-choice not-so-pop pop quizzes, each worth 10% of your grade; plus two I-promise-you-will-automatically-ace-it-if-you-show-up quizzes, worth 2.5% each.)

Participation: 35% (in section, in lecture, and on Learn@UW). Includes leading discussion on one occasion in section; doing a three-minute oral presentation of your interpretive paper; showing up regularly for lecture and student activities; and completing weekly Learn@UW posts. Your Learn@UW posts are due most Tuesdays by 5pm. Each post is worth 2% of your final grade, and is graded on a

simple three-point scale (2: on time, well-constructed, fulfills requirements of the assignment; 1: late OR poorly constructed OR doesn't fulfill all the requirements; 0: not submitted). Unless otherwise specified, there is no fixed assigned length for your post. That said, we suggest that you write at least five sentences in reply to the prompt. Check your section syllabus for more details.

Extra credit option: +3 points on final grade for the class (for example, if you're at an AB with 90/100, you'll get bumped to 93/100, an A). See below for extra credit options.

## **GRADING SCALE**

A = 93-100; AB = 88-92; B= 82-87; BC = 77-81; C = 72-76; D = 67-71; F= 66-0

## **COURSE MATERIALS**

The following two texts are available for purchase from the University bookstore or on reserve at the College Library. Please make sure to consult these particular editions:

- Karl Marx and Friedrich Engels, *The Communist Manifesto*, Penguin edition
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, Houghton Mifflin

All of the other course readings, unless otherwise indicated, will be available for purchase as a Coursepack at the Sewell Social Science Building, room 6120 (1180 Observatory Drive). All of the Coursepack readings will also be posted on Learn@UW in PDF form. To access the course readings on Learn@UW, click on "Materials," and then on "Content," and then click on the week at hand.

## **HELP WITH WRITING**

**(FOR ESTABLISHED PRIZE-WINNING NOVELISTS...AND EVERYONE ELSE)**

**The History Lab:** The History Lab is a free resource center where experts (Ph.D. 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 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>

Another great place to for free help with your writing is the **Writing Center**. Please visit <http://www.writing.wisc.edu> for details.

## **MCBURNEY STUDENTS**

Welcome! Let's chat at your earliest convenience to make arrangements for accommodation. Please bring a copy of your Visa to our meeting.

## **EXTRA CREDIT OPPORTUNITY**

You can get a +3 point boost on your final grade for this class if you write a one page, single-spaced, analysis of one an events, movie, or piece of music connected to course themes. In your analysis, don't limit yourself to providing a summary of the plot/conversation/lyrics; give us your take on how the course has helped you frame the piece in a new way. You must complete your extra credit assignment by **December 7<sup>th</sup>** to get it counted towards your final grade. Some ideas for what you can do:

- Attend a talk on campus on a topic related to course themes. The prof & TA will be giving specific suggestions throughout the semester. If you come across anything, please let us know!
- Watch a relevant movie at UW-Madison's Cinemateque!
- Reflect on any piece of music, movie, TV show, or news article that touches directly on course themes. Feel free to get creative!

## **KEY DATES, AT A GLANCE**

- September 7 or 8<sup>th</sup> (in section): First show-up-and-ace-it quiz
- September 27<sup>th</sup>: Three-sentence challenge (a special Learn@UW post)
- October 14<sup>th</sup>: One-up Wikipedia essay due (2 pgs)
- October 24<sup>th</sup>: First student-generated quiz
- November 4<sup>th</sup>: Draft of original interpretive essay (4-5 pgs)
- November 28<sup>th</sup>: Final version of original interpretive essay (4-5 pgs)
- December 5<sup>th</sup>: Second student-generated quiz
- December 7 or 8<sup>th</sup> (in section): Second show-up-and-ace-it quiz
- December 14<sup>th</sup>: Capstone essay due

# SCHEDULE OF READINGS

## WEEK 1: WELCOME TO THE COURSE

### 1. Welcome to the course (Wednesday Sept 7)

First show-up-and-ace-it quiz in section this week.

#### Reading:

- Two primary sources:
  - Jean-Jacques Rousseau, *The Social Contract* (1762), selections
  - "The Declaration of the Rights of Man and Citizen" (1789)
- Two quick reads on method:
  - Thorin Klosowski, "Back to Basics: Perfect your Note-Taking Techniques"
  - Sarah McNair Vosmeier, "On Marginalia: Note Taking for College Students and Others Who Want to Make the Most of Their Reading Time"

## WEEK 2:

## THE FRENCH REVOLUTION AND HUMAN RIGHTS

### 2. Why did the French Revolution happen? (Monday Sept 12)

### 3. Expanding rights and rolling heads (Wednesday Sept 14)

#### Reading:

- Declaration of the Rights of Man and Citizen (revisit)
- Olympe De Gouges, "Declaration of the Rights of Women" (1791)
- Zalkind Hourwitz, "Vindication of the Jews" (1789)
- Abbé Sièyes, "What is the Third Estate?" (1789)
- Maximilien Robespierre, "Report on the Principles of Political Morality" (1794); "The Cult of the Supreme Being" (1793)

**WEEK 3:**  
**OH. DID YOU MEAN SLAVES AND COLONIZED**  
**SUBJECTS, TOO? (Take 1)**

**4. European imperialism and the Haitian Revolution**  
**(Monday Sept 19)**

**5. Napoleon Bonaparte, nationalism, and the counter-revolution**  
**(Wednesday Sept 21)**

**Reading:**

- Edmund Burke, "Reflections on the Revolution in France" (1790)
- "A Chronology of Events Related to the Slave Revolution the Caribbean" (1635-1805)
- "The Code Noir" (1685)
- "Letters from the Slave Revolt in Martinique" (August-September 1789)
- The Free Citizens of Color, "Address to the National Assembly" (October 1789)
- Antoine Dalmas, "History of the Revolution of Saint-Domingue" (1814)
- The National Convention, "The Abolition of Slavery" (1794)

**WEEK 4:**  
**THE INDUSTRIAL REVOLUTION**

**6. Winners and losers of the industrial revolution (Monday Sept 26)**

**7. Liberalism and communism (Wednesday Sept 28)**

**(NOTE: this is a heavy-lifting reading week; plan accordingly!)**

**Reading:**

- Friedrich Engels, *The Condition of the Working-Class in England in 1844* (1845), selections
- Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848), authors' preface ("A spectre is haunting Europe..."), chapter 1 ("Bourgeois and Proletarians"), and chapter 2 ("Proletarians and communists") [NOTE: This reading is *not* in the Coursepack!]

- Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776), selections
- John Stuart Mill, *On Liberty* (1859), selections

**WEEK 5:  
NATIONALISM AND THE 'NEW IMPERIALISM'**

**8. The 1848 revolutions and nationalism (Monday Oct 3)**

**9. The "New Imperialism" (Wednesday Oct 5)**

**Reading:**

- "Rise of Nationalism in Europe" (Wikipedia) >  
[https://en.wikipedia.org/wiki/Rise\\_of\\_nationalism\\_in\\_Europe](https://en.wikipedia.org/wiki/Rise_of_nationalism_in_Europe) [NOTE: This reading is not in the Coursepack! Check it out online!]
- Benedict Anderson, intro, *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (1983)
- Mortimer Chambers, Barbara Hanawalt, Theodore K. Rabb, Isser Woloch, and Lisa Tiersten, "The Politics of Nationalism," and "The New Imperialism," in *The Western Experience*, pp.675-6; 745-753.
- Prof. GC, "The historian's toolkit."
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (1998), pp.1-5; pp. 61-75. [NOTE: This reading is not in the Coursepack! Buy it or borrow it from the library.]

**WEEK 6:  
OH. DID YOU MEAN SLAVES AND COLONIZED  
SUBJECTS, TOO? (Take 2)**

**10. In-class debate: the Belgian Congo (Monday Oct 10)**

**11. The Making of the Great War (Wednesday Oct 12)**

**ONE-UP WIKIPEDIA PAPER DUE IN YOUR TA'S MAILBOX  
BY 5PM ON FRIDAY, OCTOBER 14TH**

**(NOTE: this is a heavy-lifting reading week; plan accordingly!)**

**Reading:**



- Rudyard Kipling, "The White Man's Burden" (1899)
- Edward Morel, "The Black Man's Burden" (1903)
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (1998), pp.84-87; pp.115-139; pp.167-194; pp.209-234; pp.304-306. [Again, this reading is not in the Coursepack!]

## **WEEK 7: THE FIRST WORLD WAR**

### **12. The Great War and the Paris Peace Settlement (Monday Oct 17)**

### **13. Guest Lecture: Benjamin Raiklin on the Russian Revolution (Wednesday Oct 19)**

#### **Reading:**

- Robert W. Strayer and Eric W. Nelson, "The First World War: European Civilization in Crisis, 1914-8," in *Ways of the World: A Brief Global History*, pp.882-891.
- Rudyard Kipling, "For All We Have and Are" (1914); "A Dead Statesman" (1918); "Common Form" (1918)
- Robert W. Strayer and Eric W. Nelson, "Global Communism," *Ways of the World: A Brief Global History*, pp.930-936.
- Vladimir Lenin, "Our Programme" (1899)
- Alexandra Kollontai, *The Autobiography of a Sexually Emancipated Communist Woman* (1926), selections
- Vladimir Mayakovsky, "The Poet Worker" (1918); "Lines on a Soviet Passport" (1929)

## **WEEK 8: REVOLUTION AND COUNTER-REVOLUTION AFTER THE GREAT WAR**

### **14. Art, politics, and women after World War I (Monday Oct 24)**

**BEGINNING OF CLASS: NOT-SO-POP QUIZ #1**

(first student-generated quiz)

**15. The Fascist seizure of power in Italy (Wednesday Oct 26)**

**Reading:**

- "Italian Fascism," *The Western Experience*, pp.822-6.
- Mary Burke diary, "10-28-1922" entry, Wisconsin Historical Society.
- Benito Mussolini, "Fascism's Myth: The Nation" (1922); "Speech of 3 January 1925" (1925); "Aphorisms" (1922-42)
- Giovanni Gentile, "Fascism as a Total Conception of Life," in *Fascism*, ed. Roger Griffin, pp. 53-54.

**WEEK 9:  
FASCISM ON THE RISE**

**16. The war for hearts and minds (Monday Oct 31)**

**17. From democracy to dictatorship in Germany (Wednesday Nov 2)**

**DRAFT ONE OF ORIGINAL INTERPRETIVE PAPER DUE  
IN YOUR TA'S MAILBOX BY 5PM ON FRIDAY, NOVEMBER 4<sup>th</sup>**

**Reading:**

- Robert Paxton, "The Five Stages of Fascism," *The Journal of Modern History* (1998): 1-23.
- Joseph Goebbels, "The Total Revolution of National Socialism" (1933); two speeches on the tasks of the Reich Ministry for Popular Enlightenment and Propaganda (1933)
- Paula Siber, "The New German Woman" (1933)
- Adolf Hitler, "The Discovery of Anti-Semitism in Vienna," in *Mein Kampf* (1925-6)

## **WEEK 10: THE SPANISH CIVIL WAR**

**18. Guest Lecture: Robert Christl on the Spanish Civil War and the Spanish Revolution (Monday Nov 7)**

**19. Nazi-Fascist imperialism (Wednesday Nov 9)**

### **Reading:**

- Paul Preston, "A Divided Society: Spain Before 1931," in *The Spanish Civil War: Reaction, Revolution and Revenge*, pp.17-37.
- Peter Kropotkin, "The Anarchist Idea" (1879) and "Declaration of the Anarchists Arraigned Before the Criminal Court in Lyon" (1883)
- Errico Malatesta, "The Anarchist International, and War" (1915)
- "Manifesto of the Thirty" (1931)

## **WEEK 11: WORLD WAR II**

**20. World War II (Monday Nov 14)**

**21. Special Guest: John Tedeschi, eyewitness to World War II (Wednesday Nov 16)**

**(NOTE: this is a heavy-lifting reading week; plan accordingly!)**

### **Reading:**

- "The Nightmare: World War II," *The Western Experience*, 853-75.
- John Tedeschi, *Italian Jews Under Fascism, 1938-1945: A Personal and Historical Narrative* (2015), chapters 1-2, 13.
- "Racial manifesto" (1938)

**WEEK 12:  
DECOLONIZATION AND HUMAN RIGHTS**

**22. The end of World War II, decolonization, and human rights (Monday Nov 21)**

**23. NO CLASS & NO SECTION -- ENJOY THANKSGIVING, EVERYONE! (Wednesday Nov 23)**

**Reading:**

- Aimé Césaire, "Discourse on colonialism" (1950)
- "Explaining African and Asian Independence," *Ways of the World*, pp.978-82.
- "Postcolonial Europe," *The Western Experience*, pp.937-947.

**WEEK 13:  
THE POWER OF THE POWERLESS?  
PROTEST CULTURES AFTER WORLD WAR II**

**24. The origins of 1968 (Monday Nov 28)**

**FINAL VERSION OF ORIGINAL INTERPRETIVE PAPER  
DUE AT THE BEGINNING OF CLASS TODAY.**

**25. Democracy from below: 1968 as revolution?  
(Wednesday Nov 30)**

**Reading:**

- John Merriman, "Political Realignments," *A History of Modern Europe*, pp.1109-1124; 1130-6; 1179-1180; 1190-1193.
- Nikita Khrushchev, "On the Cult of Personality and Its Consequences" (1956)
- Vaclav Havel, "The Power of the Powerless" (1977)
- Declaration of Charter 77 (1977)

**WEEK 14:  
THE LAST REVOLUTIONS  
OF THE 20<sup>th</sup> CENTURY**

**26. The fall of the Berlin Wall; human rights triumphant? (Monday Dec 5)**

**BEGINNING OF CLASS: NOT-SO-POP POP QUIZ #2  
(final student-generated quiz)**

**27. Special Guest: Peter Raina, eyewitness to the 1989 revolutions**

**(Wednesday Dec 7)**

Second pass-it-if-you-show-up-self-evaluation quiz in section.

**Reading:**

- Solidarity Union, "The Twenty-One Demands" (1980)
- "The Fall of the Soviet Union and the Eastern Bloc," in *The Western Experience*, pp.914-25.
- Vladimir Tismaneanu, "The Revolutions of 1989: Causes, Meanings, Consequences," *Contemporary European History* 18, no. 3 (2009): 271-288.

**WEEK 15:  
THE END OF HISTORY?**

**28. Who counts as European? Human rights in Europe since 1989**

**(Monday Dec 12)**

**29. The end of history? (Wednesday Dec 14)**

**CAPSTONE PAPER DUE TODAY AT THE BEGINNING OF CLASS.**

**Reading:**

- Mark Mazower, "Epilogue: Making Europe," from *Dark Continent*

**NO SECTION THIS WEEK! Enjoy the break!**

## SYLLABUS APPENDIX

### Academic Misconduct

As a UW-Madison student, it is your responsibility to be informed about what constitutes academic misconduct, how to avoid it and what happens if you decide to engage in it. Academic misconduct is governed by state law. Examples of academic misconduct include (but are not limited to):

- Plagiarism (turning in work of another person and not giving them credit)
- Having a friend answer your clicker questions when you are absent
- Stealing an exam or course materials
- Copying another student's homework
- Cheating on an exam (copying from another student, using unauthorized material)
- Working on an assignment with others when you are supposed to do so independently

*How Do I Avoid Academic Misconduct?*

- Know how to cite sources in a paper, lab report or other assignments
- Use the Writing Center or the History Lab for help with citations.
- Avoid copying and pasting directly into your paper from the internet
- Understand the expectations and limitations when working in groups (i.e., Is collaboration allowed on the project and the written paper, or only the project and your written paper should be done alone)
- If you aren't sure if something is allowed, ask your instructor
- For more information, please see <http://www.students.wisc.edu/doso/student-resources/>

### Paper Grading Criteria

The grade scale goes like this:

**A+ paper** = Mind-blowingly good.

**A paper:** Very good.

(An A paper has a clear, well-articulated thesis in the first paragraph; the argument of the paper supports the thesis well and thoroughly; and the paper amply fulfills the instructions of the paper assignment . All claims are supported by citations and explanations of the textual evidence. Additionally, the paper displays careful reading of the source material and considered thought about the material. Finally, the paper has excellent English grammar and usage; it has a well-organized structure; it has no proofreading errors; and it has correct citations for all sources.)

**B paper:** Pretty good.

(A B paper has a thesis, follows the instructions of the paper assignment, indicates reading of the source material, and displays thought about the material. Claims are supported by textual evidence. The paper uses correct English grammar and usage, has good paragraph structure, has adequate citations for all sources, and may have some errors in proof-reading.)

**C** paper: A bit subpar.

(In a C paper, the thesis is unclear. The paper does not have clear paragraphs; does not follow the instructions; displays cursory reading or misunderstanding of the material; contains unnecessary digressions or vacuous generalizations. In the paper, claims are not supported by the textual evidence cited or the thesis is not supported by the argument of the paper. The paper has not been proofread, and contains errors in grammar or usage. The citations of sources are inadequate.)

**D** paper: Seriously subpar.

(A D paper does not fulfill the assignment. It does not have a thesis. It does not have paragraphs. It shows that the source material has not been read. It contains errors in grammar or usage or inadequate proofreading. It does not indicate quotations. Claims are unsubstantiated.)

**F** paper: No comment.

(It's like a D paper, but a lot worse.)

### **Goals of the History Major**

(Approved by the department, March 23, 2011; revised by the department, February 27, 2013)

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.