
**HISTORY 120:
EUROPE AND THE MODERN WORLD,
1789 TO THE PRESENT**



(Käthe Kollwitz, "Never Again War," 1924 poster)

**Tuesdays and Thursdays, 2:30-3:45pm
Room: Humanities 1121
Spring 2015**

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Course Description

This survey of European history starts with the French Revolution and brings us up through the present day. On our journey through time and space, we will be exploring three core questions together: first, what is revolution, and why do some revolutions

succeed, while others fail? Second, what is terrorism, and how and why have empires, nation-states, political movements, and individuals embraced terrorism as a tactic at several historical junctures? Finally, what are human rights? Who has claimed the mantle of human rights historically? To what extent has the language and practice of human rights been used to combat injustice in Europe and beyond? Why does the history of human rights matter to us today? To get at these questions, we will analyze works of fiction, posters, films, and other sources. Key topics in the course include the history and legacy of European imperialism; the creation of the modern nation-state; and the causes and consequences of World War I, World War II, and the Cold War.

Course Objectives

The skills that you will practice in this course are not confined to the discipline of history. Rather, they will be useful to you regardless of where your lives take you. In this course, you will sharpen your writing, public speaking, and critical thinking skills. How? First, you will refine your ability to read, analyze, and critically engage with both primary and secondary sources. Second, you will learn to craft sophisticated and interesting analytical arguments. Third, you will practice communicating complex ideas through speech, charitably evaluating opposing viewpoints, and working collaboratively with others.

Course Requirements

This class bundles lectures and discussion. Therefore, its success depends on you. Please come to class having done the readings and ready to engage with one another. This class will help you improve your writing and public speaking skills through in-class activities, small informal writing exercises (on Desire2Learn), two student-generated exams, and a short three-page paper. Attendance in lecture and in section is *mandatory*. You are allowed one unexcused absence from lecture *or* one unexcused absence from section per semester. If you plan to be absent more than once, please contact the professor and the teaching assistant one week in advance.

Here is a breakdown of how your grade will be computed:

(1) Student participation and attendance (20%)

- a. Attendance in lecture and in section is mandatory; please come with an open mind, with ideas to share, and with annotated readings handy (10%)
- b. Weekly posts at Desire2Learn, **due every Tuesday by midnight** (10%)
Note that you are required to post every week in response to a question (go to our Desire2Learn, and then click on “Discussion”). You need to have completed the readings in order to be ready to post. Discussion posts are informal, but make sure that they speak to the question posed. Your post can be anywhere from one to three short paragraphs in length. In your Desire2Learn posts, you will sometimes be asked to develop questions for the student-generated exams. Please read the directions on the course website carefully every week so that you know what is expected of you. Your Desire2Learn posts will be graded every week (zero for no post, check minus for below-average work, check for average work, and check plus for outstanding work).

- (2) **Student-generated midterm and final exams (each worth 25% of your grade)**
- a. The student-generated midterm will take place in class on **Tuesday, March 1st**. The student-generated final will take place during finals week on **Friday, May 13th**, between 7:45-9:45am, location TBA. Both exams will consist of 25 student-generated multiple-choice questions, five image and text IDs, and one short essay question. The midterm only tests your knowledge of weeks 1-6 of the course. The final's multiple-choice questions and IDs are drawn exclusively from week 7-15 of the course. The final's short essay question will be comprehensive and thus encourage you to reflect on the course in its entirety.
- (3) **Three-page paper (30%)**
- a. A draft of your three-page paper, double-spaced, 12-point font, putting forth an original historical argument about *any* primary source from the course (including those only shown or discussed in lecture) (10%) **(Due in class on Thursday, April 14th)**
 - b. Revised draft of your three-page paper (20%) **(Due on the last day of class, Thursday, May 5th)**

Please see below for a few extra-credit opportunities.

GRADING SCALE: A = 93-100; AB = 88-92; B = 82-87; BC = 77-81; C = 72-76; D = 67-71; F = 66 or below.

Do you want some extra help with your writing? We have a place for you! **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>

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. Please see me right away so we can make arrangements for accommodation. I'll need a copy of your Visa.

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

There is also **one** film that you need to watch for the course: Josef Von Sternberg, *The*

Blue Angel (1930). It is on reserve for you at the College Library, in Helen C. White Hall.

All of the other course readings, unless otherwise indicated, will be posted on Desire2Learn in PDF form and available for purchase as a Coursepack at the Sewell Social Science Building, room 6120 (1180 Observatory Drive). It is your choice whether or not to buy the Coursepack. However, you are strongly recommended to do so.

To access the course readings on Desire2Learn, click on “Materials,” and then on “Content.” You are required to complete the readings for any given week by Wednesday evening of that week. *This is also true during the first week of classes.* So for instance, you must complete the “Readings for week 1” by the evening of Wednesday, January 20th.

Key Dates, At A Glance

Note: All assignments are due in class. If you are having trouble completing any assignments on time, please let the professor and the TA know with as much advance notice possible and come to class anyway. We'll miss you otherwise!

TA feedback on Desire2Learn posts: Friday, February 12th-Friday, February 19th

Midterm exam: To take place on Tuesday, March 1st (in class)

First draft of paper: Due on Thursday, April 14th (in class)

Final version of paper: Due on Thursday, May 5th (in class)

Final exam: To take place on Friday, May 13th, 7:45-9:45am, location TBA

Extra Credit

You will be able to get an extra three points on your *participation* grade (e.g., if it's a high B/86, that'll bump you up to 89/a low AB) if you write a one page, single-spaced, *analysis* of one of the following events, movies, or pieces of music. 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. Here are some options:

- 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!
- Come to John Tedeschi's talk about his autobiographical work on Italian Jews under Fascism. The talk will be held at the University Club, 803 State Street, on **Thursday, March 17th from 5 to 7pm**. Refreshments will be served.
- Watch a relevant movie at UW-Madison's Cinemateque! Some options: Luchino Visconti's film *Rocco and His Brothers* (1960) will be screened on **Saturday, March 12th, at 7pm**, in 4070 Vilas Hall; *Corti e Rari* (1950s), very cool short Italian films will be screened on **Friday, March 18th, at 6pm**, in 4070 Vilas Hall; Franco Brusati's film *Pane e cioccolata* (1974) will be screened on **Friday, March 18th, at 7:30pm**, in 4070 Vilas Hall; Renato Castellani's film *Il Brigante* (1961) will be screened on **Saturday, March 19th, at 2pm**, in 4070 Vilas Hall.
- Reflect on any movie, TV show, or news article that touches directly on course themes.

SCHEDULE OF READINGS

Week 1: The French Revolution and Human Rights

Tuesday, January 19: Introduction to the Course

No readings for this week. Your Desire2Learn posts are due by Tuesday at midnight.

Thursday, January 21: The Third Estate and Human Rights

Week 2: Radicalizing the Revolution

Tuesday, January 26: Expanding Rights and Rolling Heads

Thursday, January 28: The Haitian Revolution, Slavery, and Rights

Readings:

Jean-Jacques Rousseau, *The Social Contract* (1762), selections

“The Declaration of the Rights of Man and Citizen” (1789)

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)

National Convention, “Levée en Masse Edict” (1793)

Maximilien Robespierre, “Report on the Principles of Political Morality” (1794)

Week 3: Defining Rights: Antislavery and the Industrial Revolution

Tuesday, February 2: Defining Rights: Antislavery and Counter-Revolution

Thursday, February 4: The Industrial Revolution

Readings:

“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 1848 Revolutions

Tuesday, February 9: Marx, Engels, and the Communist Manifesto

Thursday, February 11: The Pan-European 1848 Revolutions and the Rise of Nationalism

Readings:

Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848)
Friedrich Engels, "Introduction," "The Industrial Proletariat," and "The Great Towns," in *The Condition of the English Working Class* (1845)
"Women miners in the English coal pits" (1842)

Week 5: The Violent New Imperialism

Tuesday, February 16: The New Imperialism and the "White Man's Burden"

Thursday, February 18: Who Counts as Human? The Belgian Congo and the Herero Genocide

Readings:

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.1-6; pp. 61-75; pp.84-87; pp.115-140; pp.167-195.

Week 6: Europe vs. Islam?

Tuesday, February 23: European Imperialism, Islam, and Orientalism

Thursday, February 25: The Pilgrimage to Mecca and the Civilizing Mission
(special guest: Dr. Valeska Huber)

Readings:

Jennifer Meagher, "Orientalism in Nineteenth-Century Art," in *Heilbrunn Timeline of Art History* (New York: The Metropolitan Museum of Art, 2000), with select Orientalist paintings.
Valeska Huber, "Mecca Pilgrims Under Imperial Surveillance," in *Channelling Mobilities: Migration and Globalization in the Suez Canal Region and Beyond, 1869-1914* (2013), pp.204-237.
Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (1998), pp.209-235; p.304-306.

Week 7: Midterm & "Our America"

Tuesday, March 1: MIDTERM EXAM

Thursday, March 3: New World Order: Sovereignty and Violence in 'Our America'
(special guest: Elena McGrath)

Readings:

José Martí, "Our America" (1891)

Week 8: World War I and the Russian Revolution

Tuesday, March 8: Anarchism, Nationalism, Imperialism, and World War I

Thursday, March 10: From Marx to Lenin: The Russian Revolution

Readings:

Rudyard Kipling, "For All We Have and Are" (1914); "A Dead Statesman" (1918); "Common Form" (1918)

Sheila Fitzpatrick, "Palaces on Monday," in *Everyday Stalinism: Ordinary Life in Extraordinary Times* (1999), pp.67-88.

Vladimir Mayakovsky, "The Poet Worker" (1918); "Lines on a Soviet Passport" (1929)

Bertolt Brecht, "Questions from a Worker Who Reads" (1935)

"Manifesto of the Communist International to the Proletariat of the Entire World" (March 1919)

Week 9: The Paris Peace Conference and the Rise of Fascism

Tuesday, March 15: The Paris Peace Settlement and the Rise of Fascism

Thursday, March 17: Consent or Coercion? Futurism, the Anti-Liberal Revolution, and Fascism

Please join us! John Tedeschi is presenting his autobiographical work on Italian Jews under Fascism at the University Club, 803 State Street, on Thursday, March 17th from 5 to 7pm. Refreshments will be served. Prof. Chamedes is giving the intro.

Readings:

Roberto Farinacci, "The War as the Midwife of a New Italian People" (1937)

John Tedeschi, *Italian Jews Under Fascism, 1938-1945: A Personal and Historical Narrative* (2015), chapters 1-3; chapter 13.

**** ENJOY SPRING BREAK, MARCH 19-27*****

Week 10: Nazi and Fascist Revolutions

Tuesday, March 29: Weimar Culture and the "New Woman"

Thursday, March 31: The Nazi Revolution/The Fascist Revolution

Readings/viewings:

Josef Von Sternberg, *The Blue Angel* (1930)

Benito Mussolini, "Fascism's Myth: The Nation" (1922)

Benito Mussolini, "The Achievements of the Fascist Revolution" (1929)
Joseph Goebbels, "The Total Revolution of National Socialism" (1933)
Paula Siber, "The New German Woman" (1933)

Week 11: World War II

Tuesday, April 5: Nazi Imperialism and the Coming of World War II

Thursday, April 7: De-Humanization in Europe and "Ordinary Men": The Holocaust

Readings:

Primo Levi, "The Drowned and the Saved," in *Survival in Auschwitz*
Hannah Arendt, "Chapter 9: The Decline of the Nation-State and the End of the Rights of Man," in *The Origins of Totalitarianism* (1968), pp.267-302.

Week 12: Revolutions, Anew?

Tuesday, April 12: Welfare States and the Coming of the Cold War

Thursday, April 14: Decolonization and the Cold War // REMINDER: The draft of your three-page paper is due in class today

Please note: Your Desire2Learn posts will be due on Monday next week.

Readings:

Tony Judt, *Postwar: A History of Europe since 1945*, pp.129-165; 197-226.
Frantz Fanon, *Wretched of the Earth* (1961), selections

Week 13: Resisting the Cold War: East and West, North and South

Tuesday, April 19: The Bandung Movement (special guest: Daniel Elam)

Thursday, April 21: The 1968 Uprisings: Paris and Prague

Please note: Your Desire2Learn posts are due on Monday this week.

Readings:

First Afro-Asian conference, final communiqué (1955)
Richard Wright, *Color Curtain* (1956), selections
Jawaharlal Nehru, "Tryst with Destiny" (1947)
Frantz Fanon, "Conclusion," *Wretched of the Earth* (1961)

Week 14: A Changing Europe

Tuesday, April 26: From Charter 77 to the Fall of the Berlin Wall

Thursday, April 28: The Headscarf Controversies, the European Radical Right, and Islamophobia

Please note: Your Desire2Learn posts will be due on Monday next week.

Readings:

Vaclav Havel, "The Power of the Powerless" (1978)

Joan Scott, "The Headscarf Controversies," *Politics of the Veil* (2007), pp.21-42.

Week 15: Human Rights in Europe since the 1980s

Tuesday, May 3: Who Counts as European? Bavarian Crucifixes, Muslim Headscarves, and Human Rights

Thursday, May 5: Conclusion/Review: Human Rights in Europe Today // REMINDER: The final version of your three-page paper is due in class today

Please note: Your Desire2Learn posts are due on Monday this week.

Readings

Raymond Taras, "France: From Assimilation to Affirmative Action?" in *Xenophobia and Islamophobia in Europe* (2012), pp. 140-165.

European Court of Human Rights, "Dogru vs. France" (2008)

Semra Celebi and Pedja Jurisic, "Interviews with veiled young women on the significance of the headscarf," *Humanity in Action* (2006)

The final exam will take place on May 13th, 2016, 7:45-9:45am, location TBA

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. They are experts in APA, MLA and other citation styles.
- 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

Characteristics of an **A** paper:

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

Characteristics of a **B** paper:

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

Characteristics of a **C** paper:

- The thesis is unclear.
- It does not have clear paragraphs.
- It does not follow the instructions.
- It displays cursory reading or misunderstanding of the material.

- It does not display significant thought about the material.
- It contains unnecessary digressions or vacuous generalizations.
- Claims are not supported by the textual evidence cited.
- The thesis is not supported by the argument of the paper.
- It has not been proofread.
- It contains errors in grammar or usage.
- The citations of sources are inadequate.

Characteristics of a **D** paper:

- It 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.

Characteristics of an **F** paper:

- It was submitted late.
- It has worse examples of the D paper problems.
- It is gobbledygook.

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.