

History 120: The History of Europe, 1815-Present

Lecture: MWF 8:50-9:40 am

Location: 1651 Mosse Humanities

Instructor: Dr. Ben Shannon

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Office Hours: W 3:00-5:00 pm (and by appt.)

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Course Description

The nineteenth and twentieth centuries witnessed the spectacular rise and fall of European influence over world affairs. From the promise of political liberty and technological advancement to the realities of authoritarianism, genocide, and world wars, this period raises important questions about the relationship between reason and emotion, science and religion, technology and progress, and the individual and society. Through an examination of the political, cultural, and intellectual developments of modern Europe, this course will demonstrate how the tensions that shaped the past continue to influence our understanding of the present.

Course Objectives

Upon completing this course, students should be able to:

- Identify key concepts and themes in the history of Europe, 1815 to the present
- Analyze primary sources related to European history and understand their significance
- Construct arguments by comparing two or more primary source documents
- Clearly communicate information, both verbally and through the written word

Student Workload

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each 50-minute class counts as one hour). 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 course.

Grades

Grades are based on the following scale:

Final grades will be calculated accordingly:

100-93 = A

92-88 = A/B

87-83 = B

82-77 = B/C

76-70 = C

69-60 = D

59-0 = F

Source Analysis (500 words) = 5%

Final Paper (1200 words) = 20%

Midterm Exam = 25%

Final Exam = 25%

Discussion = 25%

Writing Assignments

Students will complete two written assignments: a primary source analysis and a final paper. These assignments will be based on topics covered in lecture and discussion section and should be written without the aid of outside research. The purpose of the assignments is to familiarize students with the process of constructing historical arguments based on primary source documents. Papers must be submitted on their due date, in class, and will be penalized one letter grade for each day late. Deadline extensions will be considered for disability accommodation and cases of personal misfortune.

Writing Standards and Assessment

Written assignments will be assessed according to the following criteria:

A = your paper has a cogently argued position with a clear thesis statement; your argument follows a logical progression; your paper demonstrates a superior understanding of the source and its historical significance; your paper is clearly written and free of basic errors in grammar and punctuation; your paper meets the appropriate word limit

A/B = your paper has a cogently argued position with a clear thesis statement; your argument follows a logical progression but may wander slightly; your paper demonstrates a firm understanding of the source and its historical significance; your writing is generally clear, despite a few minor mistakes in grammar and punctuation; your paper meets the appropriate word limit

B = your paper has reasonably strong arguments, but lacks a clear thesis statement; your argument follows a logical progression but wanders off topic; your paper demonstrates a moderate understanding of the source and its historical significance; your writing is unclear at times, with occasional mistakes in grammar and punctuation; your paper does not meet the appropriate word limit

B/C = your paper lacks a strong argument or clear thesis statement; your argument wanders on occasion; your paper demonstrates some understanding of the source and its historical significance; your writing is often unclear, due to mistakes in grammar and punctuation; your paper does not meet the appropriate word limit

C = your paper lacks a strong argument or clear thesis statement; your argument wanders; your paper demonstrates only the most basic understanding of the source and its historical significance; your writing is often unclear, due to major mistakes in grammar and punctuation

D = your argument has major flaws; your paper demonstrates a lack of understanding of the source and its historical significance; your paper is incomprehensible at times

F = Your paper is incomplete, entirely incomprehensible, or plagiarized

Exams

Students will complete two bluebook exams. The midterm will take place during lecture on March 6th. The final will take place on Sunday, May 3rd, from 10:05am to 12:05pm (room TBD). Exams will consist of short answers and essays, with questions drawn directly from lecture. The final exam will include one additional essay question, which will be cumulative in nature.

Discussion

Discussions will take place on Thursdays and will be based on the assigned readings for the week.

Discussion grades will be calculated according to the following standards:

A = you frequently volunteer to speak; you demonstrate a superior understanding of the assigned readings; you are able to clearly articulate the connection between the readings and the larger themes of the course; you make insightful contributions to discussion

A/B = you occasionally volunteer to speak; you demonstrate a solid understanding of readings; you are able to articulate the connection between the readings and the larger themes of the course; you occasionally make insightful contributions to discussion

B = you seldom volunteer to speak; you demonstrate some understanding of readings; you make basic connections between the readings and the larger themes of the course; you rarely make insightful contributions

B/C or C = you do not speak unless called upon; you demonstrate only the most superficial understanding of readings; you contribute very little to discussion

D or F = you do not speak; you demonstrate no understanding of the assigned readings; you make no contribution whatsoever to discussion

Required Readings

Marvin Perry, et al. *Sources of European History: Since 1900* (available at UW Bookstore)

History 120 Course Packet (download on Canvas at <https://canvas.wisc.edu/courses/178385>)

Optional Reading

John Merriman, *A History of Modern Europe: From the Renaissance to the Present*

For a broad overview of themes covered in this course, students are encouraged (but not required) to read the textbook listed above. This book is available for purchase online and is also on reserve at Helen C. White Library.

Expectations

Attendance:

Students are expected to arrive to class on time. Persistent tardiness (five times or more) will result in a reduction of one's discussion grade, up to 10%. Likewise, persistent unexcused absences (three or more) will also result in a reduction of the discussion grade, up to 50%. Students should make every effort to inform me of an expected absence prior to class. If you are absent, it is your responsibility to contact me in order to obtain any missed assignments and contact a classmate to obtain lecture notes.

Classroom Etiquette:

Laptops, tablets, cellphones, and all electronic equipment that is not related to disability accommodation must be shut off, silenced, or put away during class. Additionally, please refrain from bringing food to class. Drinks are fine!

Contacting Me:

I encourage all students to visit me during office hours. If you are unable to meet during the times that I have set aside each week, please contact me about setting up an alternative meeting time (this can include video conference). I check my email at least once a day, however, the exact time varies according to my schedule. As a rule of thumb, you can expect a response from me within 24 hours. That said, I will not respond to email questions that can be answered by consulting the course syllabus.

Resources

It is my hope that this class will help you become a better writer. For additional guidance in this regard, including individual consultation, please visit the UW Writing Center (www.wisc.edu/writing) or the History Lab (<https://history.wisc.edu/undergraduate-program/the-history-lab/>)

Most academic historians cite sources according to *The Chicago Manual of Style*. For a simple guide to Chicago-style citation, visit www.wisc.edu/writing/Handbook/DocChicago.html

Plagiarism is the unacknowledged use of another person's words or ideas. For a description of the University of Wisconsin's policy on plagiarism and academic misconduct, see: <http://students.wisc.edu/doso/docs/UWS14.pdf>

A statement from the McBurney Disability Resource Center (www.mcburney.wisc.edu):

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Course Schedule

I. 1815-1848: European Revolutions

Week 1: The Revolutionary Era to 1789

01/22: Introduction to History

01/24: The Enlightenment

Readings:

*US Declaration of Independence

*US Bill of Rights

*The Declaration of Rights of Man and Citizen

Week 2: The French Revolution

01/27: The French Revolution

01/29: From Napoleon to the Concert of Europe

01/31: Industrial Revolution

Readings:

*A.R.J. Turgot, "Successive Advancement of the Human Mind" (80-82)

*Mary Wollstonecraft, *A Vindication of the Rights of Women* (1-3)

*Voltaire, *Philosophical Dictionary*

Week 3: Ideologies of Change

02/03: Romanticism

02/05: Conservatism, Liberalism, Nationalism, Socialism

02/07: Reform and the Revolutions of 1848

Readings:

*Edmund Burke, "Reflections on the Revolution in France" (202, 215-220)

*Alexis de Tocqueville, *The Old Regime and the French Revolution* (203-211)

*Mikhail Lermontov, *A Hero of Our Time* (182-194)

II. 1848-1914: European Progress?

Week 4: Liberalism Triumphant

02/10: Realism, Naturalism, and Darwinism

02/12: Marxism and Social Reform

02/14: The Unification of Italy and Germany (**SOURCE ANALYSIS DUE**)

Readings:

*Karl Marx and Friedrich Engels, *The Communist Manifesto* (209-232)

*John Stuart Mill, *On Liberty* (323-336)

Week 5: Mass Society and Mass Politics

02/17: Urbanization and City Life

02/19: Leisure and Mass Culture

02/21: Political Anti-Semitism

Readings:

*Emilie Carles, *A Life of Her Own* (15-23)

*Stefan Zweig, *The World of Yesterday* (1-27)

Week 6: Liberalism Undermined

02/24: Modernism (Part I)

02/26: Modernism (Part II)

02/28: European Imperialism

Readings:

*Fyodor Dostoyevski, *The Brothers Karamozov* (421-442)

*Friedrich Nietzsche, *The Gay Science* (181-182, 279-280, 228-229)

III. 1914-1945: Europe in Crisis

Week 7: The Great War and Its Aftermath

03/02: Origins and Course of The Great War

03/04: The Paris Peace Conference and the Post-War Order

03/06: MIDTERM EXAM

Readings:

Erich Maria Remarque, *All Quiet on the Western Front* (55-57)

Woodrow Wilson, "The Fourteen Points" (70-72)

Emmeline Pankhurst, "Why We are Militant" (11-14)

Week 8: Post War Pessimism

03/11: The Irrational in Art and Literature

03/13: Weimar Germany

03/15: Modernist Film

Readings:

Paul Valery, "Disillusionment" (77-78)

Sigmund Freud, *Civilization and Its Discontents* (37-39)

*Jose Ortega y Gasset, *The Revolt of the Masses* (11-18)

Week 9: SPRING BREAK

Week 10: Authoritarian Alternatives

03/23: Economic and Political Crises

03/25: Nazi Germany and Fascist Italy

03/27: Lenin, Stalin, and the Soviet Union

Readings:

V.I. Lenin, *What Is to Be Done?* (99-101)

Ernst Cassirer, "The Myth of the State" (279-282)

*Sebastian Haffner, *Defying Hitler* (140-146, 181-186)

Week 11: Into the Abyss

03/30: World War II

04/01: The Holocaust

04/03: The Price of War

Readings:

Mary Neumann, "In the Hands of a Mob" (261-263)

*Tadeusz Borowski, "This Way for the Gas, Ladies and Gentlemen" (35-49)

Nerin E. Gun, "The Liberation of Dachau" (249-252)

*Hannah Arendt, "Eichmann in Jerusalem" (30-32, 42-46)

IV. 1945-1992: Europe Divided

Week 11: The Cold War in Eastern and Western Europe

04/06: The Origins of the Cold War

04/08: Stalinism and De-Stalinization

04/10: Prosperity, Consumerism, and the Welfare State (**FINAL PAPER DUE**)

Readings:

Roy Medvedev, "Stalin's Last Years" (321-325)

Heda Kovaly, "Under a Cruel Star" (325-33)

*Claude Levi-Strauss, "Myth and Meaning" (5-14)

Jean-Paul Sartre "Existence Precedes Essence" (285-288)

Week 12: Unrest in Europe and Abroad

04/13: The End of European Empires

04/15: The New Left and "1968"

04/17: Post-Modernism and New Social Movements

Readings:

*Frantz Fanon, "The Wretched of the Earth" (506-515, 518-521)

*Simone de Beauvoir, "The Second Sex" (674-676, 686-689)

*Herbert Marcuse, "Liberation from the Affluent Society" (60-74)

*Rudi Dutschke, "On Anti-Authoritarianism" (243-253)

Week 13: The End of the Cold War

04/20: Western Europe in the 1970s and 1980s

04/22: The "Second Cold War"

04/24: The Fall of the Wall and the End of Soviet Communism

Readings:

Jean-Francois Lyotard, "What is Postmodernism?" (71-82)

Margaret Thatcher, "The Free Market Versus State Intervention" (367-369)

Vaclav Havel, "Farce, Reformability, and the Future of the World" (415-418)

*Francis Fukuyama, "The End of History?" (1-18)

V. 1992-Present: European Union?

Week 14: Europe in the Postmodern Age

04/27: The European Union and the Eurozone

04/29: The Bosnian War and the Persistence of Nationalism

05/01: Democracy in Crisis: Europe's Past, Present, and Future

Readings:

Jörg Haider, "Multiculturalism and Love of One's Country" (376-381)

*Henry Porter, "Is this the End of Europe?"

*"Dear Britain: Elena Ferrante, Slavoj Žižek, and...European writers on Brexit"

Jacques Ellul, "The Betrayal of the West" (492-496)

FINAL EXAM: Sunday, 05/03, 10:05am-12:05pm