

University of Wisconsin-Madison  
Department of History  
Fall 2020

Laird Boswell  
lboswell@wisc.edu

Teaching Assistants:  
Collin Bernard (cebernard@wisc.edu)  
Francisco Hernandez Moleres (hernandezmol@wisc.edu)

**History 120: Europe and the Modern World, 1815-2020 [online]**

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 will be at the heart of our inquiry this semester.

Keep an eye on your Canvas page for syllabus updates.

**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 Lynn Hunt **Textbook** 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:** All students are required to write **two** fifty word sentences in answer to a question, **two** one-page response papers on documents, and two papers on assigned topics (a 4-page paper, a 6 page paper). You are also required to write a 3-page take home examination due exam week. Papers will be based on the readings and the lectures and require no outside research.

**Grading** will be based on the papers, the take-home final, as well as your participation in the discussion sections. The papers count for 50% of the grade (15% for the 4-page paper; 25% for the 6-page paper; 5% for each of the two one-page papers), the take-home final for 15% of the grade, and discussion 35%. The discussion grade will be attributed by your TA and will be based on attendance, participation in discussion, the weekly Canvas responses, and the two 2 fifty-word sentences. 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 <https://writing.wisc.edu/handbook/assignments/quotingsources/> 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. During the fall 2020 all History Lab consultations will take place via video link. For instructions on how to make an appointment, see [The History Lab – Department of History – UW–Madison](#)

**Online policies:** This is an online lecture class accessible via Canvas. Some sections are meeting live while others are meeting online. The requirements are the same for all sections. After Thanksgiving break, all sections will move to an online format. We meet twice a week for lecture (Tuesday and Thursday at 1 pm). Please do not read the news or Facebook while you are watching the lectures or participating in the online discussions. I know it's tempting, but all the research suggests that multitasking is not conducive to learning and retention. Take notes **by hand** while you are following the lectures and sitting in on sections. Here as well the research supports that notetaking by hand leads to better retention and understanding of the material.

**Office Hours:** I will hold office hours online. The time(s) will be posted on the announcement page of our canvas page. If those times don't work, send me an email and we will find another time.

**Course Evaluations:** Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

**Face Coverings During In-person Instruction Statement (COVID-19):** Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and

refuses to immediately comply.

**The History Department has directed instructors to halt the class and, if necessary, leave the classroom if anyone in the room is not wearing a properly fitted mask.**

**Quarantine or isolation due to COVID-19:** Students should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

**Accommodations:** 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 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. I will work either directly with the student 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.

**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/>

**Required Books:** 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](#) (Penguin Classics)

- David I. Kertzer, The Kidnapping of Edgardo Mortara (Vintage Books)  
 Arthur Koestler, Darkness at Noon (Scribner's, 2019) (new translation by Philip Boehm)  
 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 3) Introduction

History and Geography

**Discussion sections are meeting this week**

**Week 2** (September 8, 10) 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 15, 17) 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 before section**

**Week 4** (September 22, 24) 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 before section. No response on Canvas this week.**

**Week 5** (Sept. 29, Oct 1) 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 6,8) Gender and Private Life

Private Life: Consumption and Culture  
 Women, Sexuality, and Rights

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 by 5 pm**

**Week 7** (October 13,15) Imperialism and War

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

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

Text: Chapter 23

**50 word sentence due before section**

**Week 8** (October 20, 22). The Great War and its Aftermath

From the Great War to the Russian Revolution.  
Modernism

Text: Chapter 24

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

**Week 9** (October Oct 27, 29) Fascism and Communism

The Rise of Italian Fascism  
Hitler and National Socialism  
Stalinism

Text: Chapter 25.

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

**Week 10.** (November 3, 5) 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

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

**Week 11.** (November 10, 12) 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;

**Week 12** (November 17, 19) The End of the European Empires

Decolonization  
European Unification

Section: Browning, Ordinary Men, 115-223

Text: Chapter 27

**Week 13** (November 24) From the European Turn to the Collapse of Communism

**6 page paper due Monday November 23 by 5 pm**

German Reunification

**Happy Thanksgiving!**

**Discussion sections are not meeting this week**

**Week 14** (December 1, 3) The Rebirth of Nationalism and the Future of Europe

The Collapse of the Soviet Empire

A Continent of Immigrants. Immigration and European Identity

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

Text: Chapter 28.

**Week 15** (December 8, 10). The Past and the Present

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

What Future for Europe?

**Sections will be meeting this week**

**Article about nationalism?**

Text: Chapter 29

**Exam week: 3-page take home final due Tuesday December 15 by 5 pm.** On December 3, I will post 4 essay questions for you to prepare, and **one** of them will be on the final. The take home final question will be posted on Saturday December 12 at 10 am.

### 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.