

# History 120: Europe and the Modern World, 1815 to Present

*The political, economic, social, and cultural history of modern Western civilization (4 credits)*

University of Wisconsin-Madison: spring semester, 2021

Dr. Paul Grant – [pgrant@wisc.edu](mailto:pgrant@wisc.edu)



*Georg Grosz, Explosion (1917).* This was a response to World War One. This course looks at the many ways the last two centuries of Europe's past has been marked by explosions, from national revolutions to religious revivals to youth rebellions. We will listen to the past through their speeches, music, verse, and their published opinions.

## INSTRUCTORS

**Instructor:** Paul Glen Grant, PhD - [pgrant@wisc.edu](mailto:pgrant@wisc.edu); message me on Teams for simple questions!

**Office Hours:** Office hours will be conducted by Teams: Fridays, 9:30-12:30 and by appointment.

**Teaching Assistant:** Andrew John Kelly - [ajkelly@wisc.edu](mailto:ajkelly@wisc.edu)

**Office Hours:** Office hours will be conducted remotely, time TBA.

**Canvas Course URL:** <https://canvas.wisc.edu/courses/233272>

### **Course Designations and Attributes:**

- *Remote Synchronous Conversion*
- *Either Humanities or Social Science*
- *Counts as Liberal Arts and Science credit in L&S*
- *Elementary*

**Meeting Times:** Lectures—Tuesdays and Thursdays, 2:30-3:45 pm, by Microsoft Teams (link in Canvas); Discussion Sections—various (see your schedule)

**Instructional Modality:** Online, Synchronous

**Requisites:** *none*

### **How Credit Hours are met by the Course**

*This class meets for two, 75-minute class periods and one 50-minute discussion each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 3 hours for every class period. The syllabus includes more information about meeting times and expectations for student work.*

### **COURSE WEBSITE, LEARNING MANAGEMENT SYSTEM and INSTRUCTIONAL TOOLS**

<https://canvas.wisc.edu/courses/233272>

This course uses Canvas in combination with MS Teams. I recommend you access lectures through a laptop-sized screen or larger, and that you install Teams on your device for messaging with instructors and fellow students.

### **COURSE LEARNING OUTCOMES**

*The last two centuries of Europe's history have shaped the entire globe, for better and for worse. Through the vehicle of a historical survey, students will develop their faculties in reading and analyzing contentious arguments and opinions for their truth content. Students will develop their writing skills by regular short exercises demanding concision and grammatical clarity.*

### **PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES**

See information about [privacy of student records and the usage of audio-recorded lectures](#).

#### **Usage of Audio Recorded Lectures Statement**

Lecture materials and recordings for History 120 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **1. COURSE FORMAT**

## **Instructional Modality**

*This is a fully online course: lectures, discussion sections, and office hours by Microsoft Teams.*

## **Credit Hours:**

This class operates for the equivalent of four class periods each week over the spring semester:

- A short weekly introductory/announcements video.
- Two lectures held synchronously
- Weekly discussion sections held synchronously (check your schedule) to help you work through the readings and assignments.
- Various quizzes and essays (see below for details).

## **Required readings:**

Any edition or language permissible, but in our conversations, we will refer to page numbers in the following:

Ian Buruma, *Murder in Amsterdam* (Penguin, 2007)

Albert Camus, *The Plague* (Vintage International, 1991)

Multatuli, *Max Havelaar, or The Coffee Auctions of the Dutch Trading Company* (New York Review Books, 2019)

Ferdinand Oyono, *Houseboy* (Waveland Press, 2012)

W.G. Sebald, *Austerlitz* (Modern Library, 2001)

Workshop readings (some are actually videos) and other short readings: see Canvas. These are marked below with an \*asterisk.

## **Assignments:**

Career Journals (15 short weekly responses). Each week I ask a personal response question aiming to guide you in connecting the dots between your own life and the historical content of that week. Good answers will range around 100 words.

Fifty-Word Analyses (10, spread across the semester). This is an exercise designed to help you grow as writers. You will (either alone or with others) craft a one-sentence response and analysis to the readings and narrative of the week. This sentence must be 50 words in length while being grammatically coherent. Here is the catch: not 49 words, and not 51 words. You may work on this together in groups, but it will be graded individually – you will upload it into a drop box in Canvas.

Published Opinion Quizzes (3). Most of the assigned readings are opinion pieces, whether they are fictional or not. Each quiz will consist of ten analytical essay questions on these readings; good answers will be around 100-150 words in length.

Narrative Analysis Quizzes (3). This course has been taught at UW for over a half century. Its content and message—its “narrative”—has evolved and varied between instructors. At three different junctions, you will analyze the message being presented to you, evaluate the evidence being offered, and consider plausible alternative interpretations. Format is the same as for the Published Opinion Quizzes.

Note: These quizzes will all be “open book” in format: they open on Monday and close on Sunday, are untimed, and allow multiple submissions. You are advised to write your answers elsewhere (OneDrive etc.) and copy them into the quiz fields when ready.

Special Quizzes (3). There are three shorter quizzes: a Course introduction quiz, designed to get you oriented in the course, a “Covid and You” quiz, which will ask you to think like a historian over your own experience this semester, and a Youth Rebellion Workshop, which will have you discussing various expressive arts, mostly in the 1960s.

Discussion Participation (score assigned by Teaching Assistant). If Covid has taught me anything, it is that isolation is an impediment to learning. Your attendance and active participation in discussion sections is thus part and parcel of your performance in this course.

Exit Interviews (voluntary but worth extra credit). During the final weeks of the course, I will be making time to meet with you individually to discuss what you have learned and how you will be applying it moving forward. These exit interviews are worth five points.

**NOTE: There is no final exam, although you will have two quizzes during exam week!**

## **2. GRADES**

Grades are assigned on the basis of accumulation of points over the course of the semester (up to 100; see below). In theory, each student could get an A (or could fail). You accumulate points in three ways: participation, quizzes, and short written work; I also assign up to three points at the end of the semester for your overall academic growth. (This allows me to round you up to a nearby grade.)

### **Due dates and point values**

*All assignments close at 11:59 PM on the dates indicated:*

Career Journals: 15 instances, each worth 1 point. 15 points

Fifty-Word Analyses: 10 instances, each worth 1 point. 10 points

Quizzes: 8 instances, varying in value. 70 points

- Course intro Quiz (closes January 31) – 2.5 points
- Covid and You Quiz (closes February 14) – 2.5 points
- Narrative Analysis Quiz 1 (closes February 28) – 10 points
- Published Opinion Quiz 1 (closes March 7) – 10 points
- Narrative Analysis Quiz 2 (closes March 28) – 10 points
- Youth Rebellion Workshop (closes April 4) – 5 points
- Published Opinion Quiz 2 (closes April 11) – 10 points
- Narrative Analysis Quiz 3 (closes May 6) – 10 points
- Published Opinion Quiz 3 (closes May 6) – 10 points

Discussion: 5 points, assigned at semester’s end 5 points

## **Grading scale:**

<60 = F; 60-70 = D; 70-75 = C; 75-80 = BC; 80-85 = B; 85-90 = AB; >90 = A

## Grading complaints

I entertain grading complaints, but I require live discussion (by video conference). If you wish for me to reconsider a score, you must: 1) Submit a formal request to me (by email), and 2) come to discuss the issue in person, justifying your complaint substantially (as in: explaining your answer/argument). I can be quite generous, but this formality is part of your learning experience.

## **3. POLICIES and RULES:**

### **PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES**

Lecture materials and recordings for History 120 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)**

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

### **UW-MADISON [BADGER PLEDGE](#)**

### **UW-MADISON [FACE COVERING GUIDELINES](#)**

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

#### **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.

### **QUARANTINE OR ISOLATION DUE TO COVID-19**

Student 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. Student 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.

### **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.

### **ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**

You have my (Paul Grant's) full support to develop your religious lives while in this course. I was once a student myself! So please communicate with me for accommodations, if needed.

Because this course operates on a week-by-week basis, most assignments are available well in advance of the due date. In a few instances, an assignment may be due on a holiday: extensions are entirely possible—but you must ask first!

### **ACADEMIC INTEGRITY STATEMENT**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

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. (See: [McBurney Disability Resource Center](#))

## DIVERSITY & INCLUSION STATEMENT

[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.

## **4. COURSE OUTLINE:**

Lectures: Tuesdays and Thursdays, 2:30-3:45 PM, by Teams (Microsoft)

Discussion Sections: Wednesdays (various—see your registration)

### **Module One (January 25-31): Introductions**

Assignments due by January 31:

- Orientation Quiz
- Career Journal 1

Readings (due by beginning of next week):

- \*Germaine de Staël, *Of the Mixture of Religion and Politics*
- \*Adam Smith, *The Wealth of Nations* (excerpts)
- \*Thomas Hood, *The Song of the Shirt*
- \*On the founding of the Basel (Switzerland) Mission

## **Module Two (February 1-7): Capitalism and Industrialism**

Assignments due by February 7:

- Career Journal 2
- Fifty-Word Analysis 1

Readings due by February 8:

- \*Carl von Clausewitz, *On War* (excerpts)
- \*Basel: sarcastic carnival poems
- Multatuli, *Max Havelaar* (1/3—pages 7-112)

## **Module Three (February 8-14): Nationalism and Revivalism**

Assignments due by February 14:

- Covid and You quiz
- Career Journal 3
- Fifty-Word Analysis 2

Readings due by February 15:

- \*Heinrich Heine, *The Silesian Weavers*
- \*The Economist, “The First Half of the Nineteenth Century Progress of the Nation, and the Race” (1851)
- Multatuli, *Max Havelaar* (2/3—pages 113-210)

## **Module Four (February 15-21): Socialism and the Springtime of Peoples**

Assignments due by February 21:

- Career Journal 4
- Fifty-Word Analysis 3

Readings due by February 22:

- Multatuli, *Max Havelaar* (3/3—pages 211-end)
- \*David Livingstone, “Civilization, Commerce, and Christianity” (1857)
- \*Friedrich Engels, *Scientific Socialism* (excerpts)

## **Module Five (February 22-28): Imperialism**

Assignments due by February 28:

- Narrative Analysis Quiz 1
- Career Journal 5
- Fifty-Word Analysis 4

Readings due by March 1:

- \*Mohandas Gandhi, *Hind Swaraj* (1909) (excerpts)
- \*Karen Blixen, *Out of Africa* (1937) (excerpts)
- \*Robert Walser, “The Job Application” (1914)

### **Module Six (March 1-7): The First World War**

Assignments due by March 7:

- Published Opinion Quiz 1
- Career Journal 6

Readings due by March 8:

- Albert Camus, *The Plague* (1/3 – pages 3-99)
- \*Fritz Oppenheimer, WWI diary (excerpts)
- \*Balfour Declaration
- \*Paul Valery, “The Crisis of the Spirit” (excerpts, 1919)

### **Module Seven (March 8-14): Revolutions and Nihilism**

Assignments due by March 14:

- Career Journal 7
- Fifty-Word Analysis 5

Readings due by March 15:

- Albert Camus, *The Plague* (2/3 – pages 100-201)
- \*Rosa Luxemburg, “What does the Spartacus League Want?” (1919)
- \*Joseph Goebbels, “The Racial Question and World Propaganda” (1933)

### **Module Eight (March 15-21): The Second World War**

Assignments due by March 21:

- Career Journal 8
- Fifty-Word Analysis 6

Readings due by March 22:

- Hermann Goering, radio address, October 4, 1942
- Albert Camus, *The Plague* (3/3 – pages 202-308)
- \*Friedrich Dürrenmatt, “The Tunnel”

### **Module Nine (March 22-28): Final Solutions**

Assignments due by March 28:

- Narrative Analysis 2
- Career Journal 9
- Fifty-Word Analysis 7

Readings due by March 29:

- \*Paul Celan, *Death Fugue*
- Ferdinand Oyono, *Houseboy* (entire: 1-122)

### **Module Ten (March 29-April 4): Decolonization and Youth Rebellion**

**NOTE: Jewish and Christian holidays are this week: no group work; plan ahead and write to Dr. Grant if you require accommodation!**

Assignments:

- Career Journal 10
- Workshop: Songs of Youth Rebellion

Readings due by April 5:

- \*James Baldwin, "A Stranger in the Village" (1955)
- W.G. Sebald, *Austerlitz*, 3-149

### **Module Eleven (April 5-11): The New Right**

Assignments:

- Published Opinion Quiz 2
- Career Journal 11
- Fifty-Word Analysis 8

Readings due by April 12:

- W.G. Sebald, *Austerlitz*, 149-298
- Margaret Thatcher, "Shaping a New Global Community" (1990)

### **Module Twelve (April 12-18): Neoliberalism and Unification**

Assignments:

- Career Journal 12
- Fifty-Word Analysis 9

Readings due by April 19:

- Ian Buruma, *Murder in Amsterdam*, 1-140

- \*Fadela Amara, *Breaking the Silence* [orig. *Ni Putes Ni Soumises*] (excerpts)

### **Module Thirteen (April 19-25): Ethno-Chauvinism and Terrorism**

Assignments:

- Career Journal 13
- Fifty-Word Analysis 10

Readings due by April 26:

- Ian Buruma, *Murder in Amsterdam*, 141-262

Watch (links in Canvas):

- Billy Bragg, “Full English Brexit”
- Islamic State, Alhayat Media Center, “No Life without Jihad”

### **Module Fourteen (April 26-30): Black Lives Matter in Europe**

Assignments:

- Career Journal 14
- Exit Interviews (extra credit)

Readings due by April 30

- Teju Cole, “Rereading Baldwin’s *Stranger in the Village*” (2014)

### **Module Fifteen (Exam Week) (May 2-7)**

Assignments:

- Career Journal 15
- Published Opinion Quiz 3
- Narrative Analysis Quiz 3