

University of Wisconsin-Madison  
Department of History  
Fall 2022

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The syllabus is also available on the course Canvas page.

## **History 120: Europe and the Modern World, 1815-2022**

(MWF at 9:55 am, 2650 Humanities)

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 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 and other questions will be at the heart of our inquiry.

**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 the class Canvas page by 6 pm the day before your section meets.** These posts are due each week except for weeks 4, 9 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 history or with Europe. In this class you will:

- Differentiate primary and secondary sources.
- Make concise arguments (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:** There will be one in-class midterm (October 28), one two-hour final examination, and a map quiz that will be given in lecture. In addition, all students are required to write **three** one-page response papers on documents, and **two** papers on assigned topics (a 5-page paper, a 6-page paper). Papers will be based on the readings and the lectures and require no outside research.

**Grading** will be based on the papers, the midterm, the take-home final, as well as your participation in the discussion sections. Grades are not curved. The papers count for 50% of the grade (15% for the 5-page paper; 20% for the 6-page paper; 5% for each of the three one-page papers), the midterm 10%, the take-home final 15%, and discussion 25%. The discussion grade will be attributed by your TA and will be based on attendance, participation in discussion, the map quiz, and the weekly Canvas responses. 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/quoting/sources/>

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. For instructions on how to make an appointment and a short explanatory video, see <https://history.wisc.edu/undergraduate-program/the-history-lab/>

**Electronic devices.** Please **turn off** all electronic devices (including laptops) during lecture. There is a growing body of evidence that suggests that students learn more when they take notes by hand and they perform better than students who are electronically connected. Laptops can be distracting both for the user (who is often tempted to surf the web) and for their neighbors. Multitasking is not conducive to learning. During lecture and discussion you should focus on the material and keep outside distractions to a minimum.

**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/>

### **Privacy of Student Records & the Use of Audio Recorded Lectures Statement:**

View [more information about FERPA](https://registrar.wisc.edu/ferpa/) (privacy of student records) at: <https://registrar.wisc.edu/ferpa/>

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [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, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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.

**Office Hours:** I will hold office hours Wednesday from 1 to 3. You can also speak with me after class or send me an email to set up an alternative meeting time. I'm always happy to meet with you to discuss the class.

**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)  
 David I. Kertzer, The Kidnapping of Edgardo Mortara (Vintage Books)  
 Joseph Conrad, Heart of Darkness (Signet Classics)  
 Arthur Koestler, Darkness at Noon (Scribner's)  
 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: Peoples and Cultures. Fourth Edition Vol C: Since 1740 (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 7, 9) Introduction

Introductory Remarks  
 History and Geography

**Please go to your section meeting.** There are no reading assignments. Enjoy!

**Week 2** (September 12, 14, 16) Consequences of the Revolution and the Napoleonic Wars

The Legacy of the French Revolution and Napoleon

## Europe in 1815: The New Balance of Power

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 19, 21, 23) Political Reaction and Economic Revolution

### Restoration and Reaction

#### The Agricultural and Industrial Revolutions

Text: Chapter 21

Section: Metternich, "Results of the Congress at Laybach" (137-40); Peter Kakhovsky, “The Decembrist Insurrection in Russia,” (140-43); “Factory Rules in Berlin” (151-54)

## Week 4 (September 26, 28, 30) Workers and Revolution

### Socialism

#### The Working Class

#### The Revolutions of 1848

Section: Marx, The Communist Manifesto (Read the entire Manifesto of the Communist Party); Friedrich Engels, “Draft of a Communist Confession of Faith” (161-65).

**1 page paper on documents due by 6 pm the day before your section meets (Tuesday if Francisco is your TA; Wed if Ethan is your TA). Upload your paper to Canvas. No response on Canvas this week.**

## Week 5 (October 3, 5, 7) Creating Nations

### The Birth of Modern Italy

#### Germany becomes a Nation

#### Peasants and Rural Society

Text: Chapter 22

Section: Kertzer, The Kidnapping of Edgardo Mortara, 1-108, 119-42, 173-83, 299-304.

## Week 6 (October 10, 12, 14) Private Life

### Liberalism and Conservatism

Private Life: Consumption and Culture  
Private Life: Religion

Section: Rudolf von Ihering, "Two Letters" (176-78); Camillo di Cavour "Letter to King Victor Emmanuel," (174-76); "Documents of German Unification," 1848-71 (Canvas); J. S. Mill, "On Liberty" (Canvas)

**Week 7** (October 17, 19, 21) Imperialism

Women, Sexuality, and Rights  
Europe's Colonial Empires, 1880-1914. **In class map quiz, Wed October 19 (15 minutes): Study maps in textbook pp. 660, 669, 689, 730, and 733.**

Text: Chapter 23  
Section: Margaret Bonfield, "A Life's Work" (190-200); Emmeline Pankhurst, "Speech from the Dock" (215-17); Sarah Stickney Ellis, "Characteristics of the Women of England" (154-57)

**\*\*\* 5 page paper due October 21 by 6 pm (upload a copy to Canvas; bring a hard copy to section the following week) \*\*\***

**Week 8** (October 24, 26, 28). The fin de siècle

Modernism  
Review  
**Midterm (Oct 28)**

Text: Chapter 24  
Section: Joseph Conrad, Heart of Darkness; Chinua Achebe, "An Image of Africa," Research in African Literatures 9 (1978), 1-15 (Canvas).

**Week 9** (October 31, November 2, 4) War and Revolution

The Origins of World War I  
The Great War, 1914-18  
The Russian Revolution.

Text: Chapter 25.  
Section: Erich Maria Remarque, All Quiet on the Western Front

**1 page paper on documents due by 6 pm the day before your section meets**

**Week 10.** (November 7, 9, 11) Fascism and Communism

Italian Fascism  
Hitler and National Socialism  
Stalinism

Text: Chapter 26

Section: Benito Mussolini, "The Doctrine of Fascism" (235-39); Adolph Hitler, "Mein Kampf," (240-242); Joseph Goebbels, "Nazi Propaganda Pamphlet" (243-45); George Orwell, Homage to Catalonia, chapter 5 ([https://george-orwell.org/Homage\\_to\\_Catalonia/4.html](https://george-orwell.org/Homage_to_Catalonia/4.html))

**Week 11.** (November 14, 16, 18) The Coming of the Second World War

The Crisis of European Democracy & the Spanish Civil War  
Appeasement and the Coming of World War II  
World War II

Section: Arthur Koestler, Darkness at Noon

**Week 12** (November 21, 23) From the World War to the Cold War

The Holocaust: the Destruction of European Jewry  
Europe Divided: The Cold War

**\*\*\*6 page paper due November 23 by 6 pm (upload to Canvas; bring a hard copy to section the following week) \*\*\***

**Happy Thanksgiving! No section meetings this week**

**Week 13** (November 28, 30, December 2) The European Turn

Decolonization  
European Unification  
German Reunification

Section: Christopher Browning, Ordinary Men, 1-113  
Text: Chapter 27

**Week 14** (December 5, 7, 9) The Collapse of Communism

The End of the Popular Democracies in Eastern Europe  
The Collapse of the Soviet Empire  
A Continent of Immigrants? Immigration and European Identity

Text: Chapter 28.  
Section: Browning, Ordinary Men, 115-223

**1-page paper explaining why the Ordinary Men are not guilty. Due at 6 pm the day before your section meets.**

**Week 15** (December 12, 14) The Rebirth of Nationalism and the Future of Europe

From the Rebirth of Nationalism to the Crisis of the European Union  
What Future for Europe?

Text: Chapter 29

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

**Final Exam: Saturday December 17, 10:05 AM**