

# HISTORY 120: EUROPE AND THE MODERN WORLD, 1815–THE PRESENT

**Prof. Emma Kuby**

**TAs: Bailey Blomquist-Dege and Chris Lough**

**University of Wisconsin-Madison, Fall 2025**

**Grainger 2120**

**Tues. & Thurs., 9:30-10:45**

**[Link](https://canvas.wisc.edu/courses/469879) to Course Canvas: <https://canvas.wisc.edu/courses/469879>**

**emma.kuby@wisc.edu**

**Office: Humanities 5126**

**She/her**

**Office hrs: Thurs. 12:30-2:30**

**blomquistdeg@wisc.edu**

**College Library Study Rm. 2205**

**She/her**

**Wed. 1:00-3:00**

**ctlough@wisc.edu**

**Humanities 4271**

**He/him**

**Mon. 12:00-2:00**



Pablo Picasso, *Guernica*, 1937

***“Men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past.” —Karl Marx***

***“Ah! How are so many sublime energies allied to so many errors?” —Comte de Volney***

## **OVERVIEW**

Welcome to History 120! This introductory survey course considers large-scale patterns of change and continuity in European history since 1815. As we explore European politics, social and economic life, and cultural, intellectual, and religious production over the last 200+ years, we will also persistently come back to questions about how Europe’s inhabitants interacted with non-Europeans through travel, trade, exchange of ideas, political conflict and domination, and various forms of imperial violence and global warfare. This course does not attempt to “cover” every single element of European life over the last couple of centuries (an impossible task!), but it *will* allow you to become familiar with major events in modern European history, from the Paris Commune to the imperial conquest of much of Africa; the Romantic movement in the arts to the Cold War division of Germany; the Holocaust to post-colonial migration. Moreover, it will help you to understand how these developments continue to shape the world we live in today.

This class on modern European history takes its big themes from its title words. First, it invites you to ask a lot of questions about **what “Europe” really was and is**, and to scrutinize its ever-shifting historical relationship to the broader world. Second, the course also asks you to think hard about **what it means to be “modern.”** We tend to associate modernity with rational knowledge, economic progress, and human emancipation – and to be sure, our class will emphasize that the modern period witnessed the unleashing of many liberatory movements and thrillingly innovative cultural projects in Europe. But, as we will also see, the transition to economic and political modernity posed huge challenges to Europeans: misery, inequality and exclusion; new justifications for racism and ethnic hatred; dislocation, displacement, and psychological alienation; bureaucratization; violence on a previously unimaginable scale; new pressures of mass politics; and environmental devastation.

In this course, we explore how Europeans since 1815 tackled the persistent problems, challenges, and catastrophes that came with modernity, focusing especially on (1) Europeans’ attempts to define what sorts of political **communities** (especially nation-states and empires) could serve the needs of modern people; and (2) the persistent **violence** of European modernizing projects.

As inhabitants of a world both intricately shaped and heavily shadowed by the legacies of Europe’s modern history, over the course of the semester we will aim to build our understanding of “how we got here” – and thereby to get a stronger sense of the contingent circumstances and the transformative possibilities of our own lives.

## **OBJECTIVES**

After completing this class, you should be able to:

- Describe major developments in the political and cultural history of Europe since 1815.
- Evaluate the centrality of both nationalism and imperialism to modern European history.
- Assess the causes, nature, and consequences of the violence that has marked European history over the last two centuries.
- Closely read and critically analyze historical evidence in the form of primary source documents, images, and other texts.
- Draw on multiple primary sources to develop your own clear and cogent historical arguments about modern Europe.
- Defend those historical arguments in compelling, lucid, and sharply organized prose.
- Explain how the world today (not just Europe) has been shaped by Europe’s modern history.

## **REQUIREMENTS AND GRADING**

Your grade in this course is determined according to the following schema:

Reading Responses – 20% (10 responses, 2% each)

Map Exercise – 5%

*Frankenstein* Paper (approx. 4p.) – 10%

World War I Assignment (approx. 4p.) – 10%

Midterm Exam – 15%

Second Exam – 15%

Discussion Section Participation – 20%

Lecture Engagement – 5%

**Reading Responses** are practice exercises in interpreting primary source documents, in response to weekly prompts via Canvas. They are graded on a simple credit/ half credit / no credit scale: 20 points for strong, thoughtful engagement with the reading, 10 points for limited engagement with the reading, or zero points for no work or AI-generated work. You can always earn full credit on these assignments simply by providing concrete evidence that you have read the sources closely! They are due by Thursday at 9:30am each week.

**The *Frankenstein* Paper** and the **World War I Assignment** offer you the opportunity to analyze primary sources in greater depth and in more complex relation to one another. They invite you to draw exclusively on assigned course readings and lecture material; this class does not have an “outside” research component. Detailed assignment sheets will be provided for both.

**Exams** are exercises in considering primary sources in historical context, drawing on readings and lectures. **The midterm exam** will be an in-class test; the **second exam** (technically cumulative, but heavily focused on material since the midterm) will take place during exam week. It will involve short-answer and essay components. This class does not use a textbook, and the exams will not test you on minor details of European history; they will be focused on your understanding of big concepts and broad patterns of change, as well as on your skills of source interpretation. Detailed review/study sheets will be provided for both exams.

**Participation** grades are assigned on the basis of your engagement with discussion section. Great participation does not require making constant or authoritative comments! It *does* require making regular, meaningful, substantive contributions that demonstrate that you are engaging with the readings and other assignments and are in genuine dialogue with your classmates. Many things count as good contributions: asking a question, offering an interpretation, pointing out a key passage or a striking word choice in a reading, reflecting on the connection between a reading and that week’s lectures, providing more evidence to support or reframe someone else’s point, puzzling aloud over the historical context in which a source might have been produced, digging into a pairs activity your TA has set up, etc.

- 90-100% credit for participation looks like: student attends all or nearly all class meetings, completes all small in-class assignments, consistently comes to class having not only done the reading but thought critically about it, and offers strong, regular, substantive, and constructive contributions to class discussions and workshops.
- 80-89% credit for participation looks like: student attends all or nearly all class meetings, completes all small in-class assignments, consistently comes to class having done the reading, and offers regular contributions to class discussions and workshops.
- 70-79% credit for participation looks like: student misses a significant number of class meetings or small in-class assignments, is sometimes well prepared for discussion, and offers only occasional contributions to class discussions and workshops.
- < 70% credit for participation looks like: student misses many class meetings and small assignments, and/or contributes minimally or disruptively to discussions and workshops.

Attendance is essential to learning and is therefore a baseline requirement of participation in discussion section. So, you get one free absence from section (no need to email me or your TA, no questions asked). After that, absences will begin to affect your participation grade, although

excused absences for emergencies (e.g. illness or religious observance) can always be “made up” through small writing assignments – contact your TA right away if you know you can’t attend.

If speaking up in section is a challenge for you, please come chat with me or your TA about it – we can help you come up with strategies to get more involved. You will receive a **provisional participation grade** around midterm time in the class, giving you many more weeks to improve the quality of your participation if it’s not where you’d like it to be!

**Lecture Engagement** is based on regular attendance at lectures and participation in interactive elements of lecture (e.g., sharing ideas with neighbors, answering questions, etc.). You have three free lecture absences (no need to email me or your TA, no questions asked, and no effect whatsoever on your “lecture engagement” grade); further absences for emergencies (e.g. illness or religious observance) can be “made up” through small writing assignments. So, I expect most students will earn full credit for this grade category!

Baseline lecture attendance policy: Please be aware that even though “lecture engagement” is only worth a small portion of your overall grade, and even though everyone misses an occasional lecture here and there, **lecture is not an optional element of this course!** Students who miss more than 8 lectures (i.e. nearly a third of our 25 lecture meetings) **will fail the class.**

Late work policy: In general (except in cases of illness, etc.), due dates in this class are firm – that’s because assignments build on one another and I want you to stay on track. However, I understand that life can intervene, and that this class is only one of many things happening for each of you this semester. Please **reach out to me or your TA** by email or in person if you are falling behind on readings or running late on assignments, and we will make a plan!

The final grade in the course is assigned according to the following grading scale:

| A      | AB         | B          | BC         | C          | D          | F      |
|--------|------------|------------|------------|------------|------------|--------|
| >93.0% | 87.0-92.9% | 83.0-86.9% | 77.0-82.9% | 70.0-76.9% | 60.0-69.9% | <60.0% |

## **COURSE CREDIT HOURS**

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include our regularly scheduled lecture class meeting times of Tuesdays and Thursdays from 11:00-12:15, weekly discussion section meetings, and a steady stream of assigned reading, writing, studying, and occasional audiovisual learning activities outside of class.

## **CONTACTING THE INSTRUCTORS AND GETTING HELP**

I strongly encourage all of you to come talk with me or with your TA in person during office hours (see above) at some point in the semester. You can drop by to discuss a specific assignment, share thoughts/ideas/concerns about the class, or chat about European history, world history, or the history major/certificate. But you can also drop by just to say hello – please do!

You can also always contact me by email ([emma.kuby@wisc.edu](mailto:emma.kuby@wisc.edu)) to ask a question or make an appointment for a meeting (in person or via Zoom) outside office hours. Note that I may take up to 24 hours to respond to your email.

For additional help with papers, consider the **History Lab** (Humanities 4225), a wonderful resource center for undergraduate students studying, researching, and writing about the past that is staffed by experienced PhD students in History. You can [make an appointment online](#).

## **REGULAR AND SUBSTANTIVE INTERACTION**

This course involves regular and substantive student-instructor interaction through direct instruction during our two weekly class lecture meetings and our weekly discussion section meeting. Further substantive interaction occurs through regular feedback on written work.

## **COURSE DESIGNATION AND ATTRIBUTES**

Breadth – Humanities or Social Science

Level – Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Please come talk with me early if you have questions about disabilities – this is important for you, and for me. Note that you will not be required to disclose your disability, only your accommodations.

## **ACADEMIC INTEGRITY AND AI POLICY**

Students are expected to follow the University's policies regarding plagiarism and academic honesty. All work you turn in during the course must be your own. Quoted material in papers must always be in **quotation marks**; whether quoting or paraphrasing, you must always include a careful **citation** of your source. Paraphrase involves substantive reworking of an author's ideas in your own language; simply changing a few words around to mask the borrowing is not sufficient and is a form of academic dishonesty.

In this course, the use of generative AI and LLM technology (e.g., ChatGPT) on any assignment, including Reading Responses, is **not acceptable** and is considered an act of academic dishonesty. That's because this is the sort of class where AI would get in the way of your education, not enhance it – it's a class about building your strengths as a historical and critical thinker, a close and analytical reader, and a convincing and lucid writer. An aspiring basketball player (or concert pianist) cannot send a robot to practice on his behalf: the robot might be just fine at shooting hoops (or playing piano), but subbing him in defeats the whole point of practicing, since the human being doesn't get a chance to improve! In the same way, using a LLM would rob you of a chance to practice the interpretive and communicative skills at the heart of this class – and to thereby develop your own “voice,” insights, and creativity as a thinker, in

dialogue with our rich readings. You'd be cheating yourself out of the potential benefits of your own college learning process.

In more practical terms, multi-source-based historical writing, interpretation, and citation are not strengths of AI – you won't do well on assignments if you use it. Your TA and I dislike (and can pretty easily identify) the kind of tedious ideas and uninspired prose that predictive text models produce. We want to read *your* work instead, written in *your* voice. Please let us.

## **DIVERSITY AND INCLUSION**

[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.

## **COURSE READINGS**

All of our readings for this class are primary sources on modern European history – that is, original texts produced *during* the time period under consideration each week (or, in a couple of cases, recalled later by an eyewitness or participant). Some are very famous works; others are obscure documents but are just as rich in historical significance. Your main job in this class – one that I hope many of you will find fun and rewarding – is reading (really reading!) these texts and thinking (really thinking!) about what they reveal for the historian.

Most of the readings are available to you via our course Canvas page. You will also need to buy, rent, or borrow two books:

- Mary Shelley, *Frankenstein*, 3<sup>rd</sup> Ed. (Broadview, 2012)
- Susan R. Grayzel, *The First World War: A Brief History with Documents*, 2<sup>nd</sup> Ed. (Bedford, 2020)

These books are available for purchase at the University Bookstore; many used copies are available. You may also purchase the books from an online retailer; if you do so, please make sure you get the correct editions! Checking out library copies is a great choice, too – ask me for advice on ordering them. Both books are also on 2-hour reserve at the College Library.

*Frankenstein* is available freely online and has been published in many different forms and editions. I'd prefer you read the Broadview 3<sup>rd</sup> edition listed here on the syllabus – it's extremely well done and provides a bunch of helpful contextual information. But if you need to go with a different edition, please ensure it is the 1818 text, not Shelley's very different later revision of the work. Your TA or I can help you check if you're not sure!

## **A NOTE ABOUT CONTENT**

A course on the modern period in European history contains a lot of joyful and exciting material, but it also must necessarily confront difficult topics, including genocide, ethnic cleansing, warfare, imperial brutality, racism, antisemitism, sexism, homophobia, and the exploitation of children. Please take extra care of yourself if/when our course content hits close to home, and

please let us know if we can direct you to resources/people on campus that can help support you – there are a lot of them.

## **WEEKLY SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENTS**

Note: Readings always need to be completed by the time your discussion section meets each week (or earlier if they are the subject of a reading response due by Thursday at 9:30). I will occasionally flag for you when it would be especially helpful to complete a particular reading ahead of a Tuesday *lecture* in order to better understand the content!

Readings are usually limited to about 50 pages a week so that you can read closely and deeply, but there are a couple of mild exceptions to this rule – and they come early in the semester (weeks 2 & 3), to help us get through *Frankenstein*. To help you plan your time, the syllabus provides page ranges whenever a reading is more than 3 or so pages long; when page numbers are not provided, you can be assured that particular reading will only be 1-3 pages.

### **UNIT I – “The Modern Prometheus”: Science, Reason, and Modernity’s Monsters (or, Reading Frankenstein Four Ways)**

#### **WEEK 1 – Introduction**

|                                                                                                                     |                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sept. 4 Lecture:</b>                                                                                             | Greetings, Definitions, and Goals                                                                                                                                                                                             |
| <b>Read before next week’s classes (sections DO meet, but you aren’t expected to finish this reading by then!):</b> | Mary Shelley, <i>Frankenstein</i> (1818), p.49-83 (PDF on Canvas if you have not yet purchased or borrowed)<br>Marquis de Condorcet, <i>Sketch for a Historical Picture of the Progress of the Human Mind</i> (1794), p.35-40 |

#### **WEEK 2 – Reason, Romance, and Rebel Children: Legacies of Enlightenment Rationality**

|                                      |                                                                                                                                                                                                                                        |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sept. 9 Lecture:</b>              | Modern Intellectual Revolutions                                                                                                                                                                                                        |
| <b>Sept. 11 Lecture:</b>             | The French Revolution and its Aftermath                                                                                                                                                                                                |
| <b>Read for Sept. 11/12 Section:</b> | Shelley, <i>Frankenstein</i> , p.83-132<br>Declaration of the Rights of Man and Citizen (1789)<br>Maximilien Robespierre, “Political Morality” (1794), p.294-297<br>National Convention, Debate on the Abolition of Slavery, p.129-132 |
| <b>Post:</b>                         | Reading Response 1                                                                                                                                                                                                                     |

#### **WEEK 3 – No Turning Back? Politics and Culture after the Revolutionary Era**

|                                      |                                                                           |
|--------------------------------------|---------------------------------------------------------------------------|
| <b>Sept. 16 Lecture:</b>             | In Napoleon’s Wake                                                        |
| <b>Sept. 18 Lecture:</b>             | The Landscape of Restoration-Era Europe                                   |
| <b>Read for Sept. 18/19 Section:</b> | Shelley, <i>Frankenstein</i> , p.132-189<br>Lord Byron, “Darkness” (1816) |
| <b>Post:</b>                         | Map Exercise                                                              |

**WEEK 4 – Europe in the Nineteenth-Century World**

|                                      |                                                                                                             |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Sept. 23 Lecture:</b>             | <b>NO CLASS (Rosh Hashanah)</b>                                                                             |
| <b>Sept. 25 Lecture:</b>             | Empire, Race, and Slavery                                                                                   |
| <b>Read for Sept. 25/26 Section:</b> | Shelley, <i>Frankenstein</i> , p.189-221 (end)<br>Alexis de Tocqueville, “Essay on Algeria” (1841), p.59-66 |
| <b>Post:</b>                         | Reading Response 2                                                                                          |

***UNIT II – “Working Men of All Countries, Unite!” Industrialization and Modern Ideologies*****WEEK 5 – “All that is Solid Melts into Air”: Industrial Transformations of Modern Life**

|                                   |                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sept. 30 Lecture:</b>          | Bailey Blomquist-Dege Guest Lecture: Industrialization as a Revolution                                                                                                                                                                                                                                                                                              |
| <b>Oct. 2 Lecture:</b>            | Liberalism and Socialism Confront “The Social Question”                                                                                                                                                                                                                                                                                                             |
| <b>Read for Oct. 2/3 Section:</b> | Norbert Truquin, <i>Memoirs and Adventures of a Proletarian in Times of Revolution</i> (1888), p.250-259 & 270-280<br>Factory Rules in Berlin (1844)<br>David Ricardo, <i>The Iron Law of Wages</i> (1817)<br>Flora Tristan, <i>The Workers’ Union</i> (1843), p.208-212<br>Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (1848), p.14-27 and p.34 |
| <b>Post:</b>                      | Reading Response 3                                                                                                                                                                                                                                                                                                                                                  |

**WEEK 6 – Nationalism and Nation-Building, before and after 1848**

|                                    |                                                                                                                                                                                                                                                                                                                |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oct. 7 Lecture:</b>             | Nationalism and the 1848 Revolutions                                                                                                                                                                                                                                                                           |
| <b>Oct. 9 Lecture:</b>             | Nation-Building as Politics and Culture after 1850<br><b>FRANKENSTEIN PAPER DUE IN CANVAS (11:59PM)</b>                                                                                                                                                                                                        |
| <b>Read for Oct. 9/10 Section:</b> | <i>Düsseldorfer Zeitung</i> , “Germany’s Unification” (1843)<br>Giuseppe Mazzini, “The Duties of Man” (1844), p.237-242<br>“Address by the Hungarian Parliament” and “Demands of the Hungarian People” (1848)<br>Camillo di Cavour, Letter to Victor Emmanuel (1858)<br>Rudolf von Ihering, Two Letters (1866) |

**WEEK 7 – Imperial Growth and Domestic Discontent**

|                                     |                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oct. 14 Lecture:</b>             | The Imperial Nation-State after 1870                                                                                                                                                                                                                                                                                                               |
| <b>Oct. 16 Lecture:</b>             | New Radicalisms in Politics and Culture: Escaping the “Iron Cage”?                                                                                                                                                                                                                                                                                 |
| <b>Read for Oct. 16/17 Section:</b> | Jules Ferry, “Speech in the Chamber of Deputies” (1883)<br>Carl Peters, “A Manifesto for German Colonization” (1884)<br>Karl Pearson, “National Life from the Standpoint of Science” (1905), p.11-31<br>Max Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> (1904), p.119-124<br>Emmeline Pankhurst, “Speech from the Dock” (1908) |
| <b>Post:</b>                        | Reading Response 4                                                                                                                                                                                                                                                                                                                                 |

### **UNIT III – “The Storm of Steel”: Europe’s Modern Age of Catastrophe**

#### **WEEK 8 – Towards the Great War**

|                                     |                                                                                                                                                              |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oct. 21 Lecture:</b>             | <b>MIDTERM EXAM during class session</b>                                                                                                                     |
| <b>Oct. 23 Lecture:</b>             | The Road to World War I                                                                                                                                      |
| <b>Read for Oct. 23/24 Section:</b> | Susan Grayzel, <i>The First World War</i> , p.44-55 (Documents #1-6), p.68-88 (Documents #15-24), p.130-131 (Document #41), and p.158-166 (Documents #53-55) |
| <b>Post:</b>                        | Reading Response 5                                                                                                                                           |

#### **WEEK 9 – Waging Total War: Fronts and Homefronts**

|                                     |                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Oct. 28 Lecture:</b>             | Modern Industrial Warfare in Europe and Beyond                                                                       |
| <b>Oct. 30 Lecture:</b>             | The Politics of War and Peace (and Revolution)                                                                       |
| <b>Read for Oct. 30/31 Section:</b> | Grayzel, <i>The First World War</i> , p. 89-129 (Docs.25-39), p. 132-141 (Docs. 42-44), and p. 149-154 (Docs. 49-51) |
| <b>Post:</b>                        | Reading Response 6                                                                                                   |

#### **WEEK 10 – Interwar Tumult and the Rise of Fascism (and Antifascism)**

|                                   |                                                                                                                                                                                                                                                                          |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nov. 4 Lecture:</b>            | New Mass Political Formations                                                                                                                                                                                                                                            |
| <b>Nov. 6 Lecture:</b>            | Disasters of the 1930s: The Great Depression and the Spanish Civil War                                                                                                                                                                                                   |
| <b>Read for Nov. 6/7 Section:</b> | Vladimir Lenin, <i>The State and Revolution</i> (1917)<br>Selections from Griffin, ed., <i>Fascism</i> (1920s-30s), ~15 pgs<br>Selections from Snyder, ed., <i>Hitler’s Third Reich</i> (1920s-30s), ~15 pgs<br>George Orwell, <i>Homage to Catalonia</i> (1937), p.1-13 |
| <b>Post:</b>                      | Reading Response 7                                                                                                                                                                                                                                                       |

#### **WEEK 11 – The Violence of the Second World War**

|                                     |                                                                                                               |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Nov. 11 Lecture:</b>             | Europe in a World at War, a World at War in Europe<br><b>WWI ASSIGNMENT DUE IN CANVAS (11:59PM)</b>           |
| <b>Nov. 13 Lecture:</b>             | Genocide in a Context of Total War                                                                            |
| <b>Read for Nov. 13/14 Section:</b> | Svetlana Alexievich, <i>The Unwomanly Face of War</i> , p.28-69<br>Ruth Kluger, <i>Still Alive</i> , p.89-109 |
| <b>Post:</b>                        | Reading Response 8                                                                                            |

#### **UNIT IV – “The European Game is Finally Over”: Europe in the World Since 1945**

##### **WEEK 12 – Postwar Realignments**

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nov. 18 Lecture:</b>             | The Making of Cold War Europe                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Nov. 20 Lecture</b>              | The End (and the Long Aftermath) of the Age of Empire                                                                                                                                                                                                                                                                                                                                                    |
| <b>Read for Nov. 21/21 section:</b> | Albert Camus, “Third Letter to a German Friend” (1943)<br>Heda Margolius Kovály, <i>Under a Cruel Star</i> , p.52-71<br>Ho Chi Minh, “Vietnamese Declaration of Independence” (1945)<br>Frantz Fanon, <i>The Wretched of the Earth</i> (1961), p.235-239<br>Charles de Gaulle, “Presidential Press Conference” (1961), p.109-112<br>Claudia Jones, “The Caribbean Community in Britain” (1964), p.160-64 |
| <b>Post:</b>                        | Reading Response 9                                                                                                                                                                                                                                                                                                                                                                                       |

##### **WEEK 13 – A New Age of Revolution?**

|                                                                                                                         |                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nov. 25 Lecture:</b>                                                                                                 | The European 1960s                                                                                                                                                                                                |
| <b>Read (no sections this week, but still readings! These will be included in <u>next</u> week’s Reading Response):</b> | Heda Margolius Kovály, <i>Under a Cruel Star</i> , p.178-192<br>French May ’68 Documents: “Amnesty of Blinded Eyes,” “Address to All Workers,” “People’s Studio” (1968), ~12 pgs<br>“Manifesto of the 343” (1971) |

**THANKSGIVING BREAK – NO CLASS Nov. 27, no sections this week!**

##### **WEEK 14 – New European Modernities, West and East**

|                                   |                                                                                                                                                                                                 |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Dec. 2 Lecture:</b>            | Europe Reborn?                                                                                                                                                                                  |
| <b>Dec. 4 Lecture:</b>            | Populism, Nationalism, and the Resurgent Right                                                                                                                                                  |
| <b>Read for Dec. 4/5 section:</b> | “Solidarity’s Program” (1980), p.209-213<br>Václav Havel, “New Year’s Speech” (1990), p.1-8<br><i>The Economist</i> , “Beyond the Fringe” (2011) and “Nationalists of the World, Unite!” (2024) |
| <b>Post:</b>                      | Reading Response 10                                                                                                                                                                             |

##### **WEEK 15 – New European Modernities, West and East**

|                        |                                                              |
|------------------------|--------------------------------------------------------------|
| <b>Dec. 9 Lecture:</b> | Contemporary Europe as a Global Society? Concluding Thoughts |
|------------------------|--------------------------------------------------------------|

**Final Exam during this course’s exam period, Dec. 12, from 10:05AM - 12:05PM (location TBA)**