



HIST. 231: WHAT IS EUROPE?

European History since 1500 (3 cr.)

Prof. Eric G.E. Zuelow
Email: ezuelow@une.edu
Phone: (207) 602-2310
Office Hours: Th. 11-12, 2-3
(or by appt.)

Spring 2013
Place: Decary 210
Time: T/Th 9:30-10:50am

European history after the Protestant Reformation truly represents the best of times and the worst of times. It was an age of growing population, expanding scientific understanding, imperial adventures, and horrendous warfare. Against this backdrop, some forwarded the idea of a united Europe

and of a European identity. But what and when is Europe. In the first part of this course, students encountered arguments placing the answer in either antiquity or the middle ages. Others suggest a more recent genesis, or even no genesis at all. This course explores the history of Europe since 1500, giving

students an overview of modern European history. At the same time, students will seek to determine just exactly what and when is Europe.

REQUIRED TEXTS

Tony Judt, *A Grand Illusion?: An Essay On Europe* (NYU Press, 2011). ISBN: 978-0814743584.

Natalie Zemon Davis, *The Return of Martin Guerre* (Harvard, 1983). ISBN: 978-0674766914

Anthony Pagden, *The Idea of Europe: From Antiquity to the European Union* (Cambridge, 2002). ISBN: 978-0521795524

Additional readings are available for download, either directly from websites listed in the course schedule or from the relevant section of Blackboard 9.1.

RECOMMENDED TEXTS

The following text offers extensive advice about how to succeed in history courses—including information about how to write papers, how to take notes, how best to study, and how to properly cite sources. I strongly advise you to purchase a copy and to keep it on hand throughout your tenure in history courses here at UNE.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Sixth Edition (New York and London: Bedford/St. Martin's)

COURSE GOALS

History 231 is classified as an Explorations (EXP) course. EXP courses introduce a humanities or social science discipline as a way of knowing. By exploring a topic, issue, or theme within the framework of a particular discipline, EXP courses provide an introduction to the assumptions, methods, and terminology of that discipline. In EXP courses, which encourage active learning, students acquire knowledge, develop skillful thinking, expand their expressive capabilities, and connect this learning to their broader experience.

With these criteria in mind, this course has three primary goals. Over the course of the semester, you will:

1. Gain an understanding of important developments in European history between the Reformation and the rise of the European Union;
2. Improve your ability to understand arguments presented in both written and oral formats, while at the same time improving your ability to present your own arguments in these ways;
3. Gain a basic understanding of how historians think and make arguments while learning how to “think historically” yourself.

You will be asked to take three exams, complete a term paper, participate in discussions, and carefully read a variety of articles, essays, and books. You should always come prepared to listen, talk, and take notes. Feel free to ask questions as they occur to you. [*Please notice the brief explanation of what each assignment outlined in this syllabus is designed to accomplish relative to the above goals.*]

BRIEF NOTE ON WORKLOAD: This class will involve more reading than many of you are used to. The reason is not far to see: historians read, they listen, and they write. As a general rule, you should expect to do 2-3 hours of work outside of class for every hour that you spend in class. (This rule applies to all college courses, not just this one—and it isn't my rule. You'll find it widely repeated.) *Schedule your time accordingly.*

On this same note, while a recent study of higher education arrived at the disturbing finding that most undergraduates in the United States make few intellectual or other gains during their four years of college, students in writing/reading intensive programs (history, English, political science, philosophy, etc.) showed quite the opposite. They learned vital skills, thought more deeply, and showed improvement in both written and oral communication. The study proved that the more reading and writing students do, the more they will improve during their college years. This class certainly embodies the format proven by this study to generate the most positive learning outcomes possible. If you engage the material, you can expect to learn a tremendous amount!

DISCUSSIONS

Discussions are fun but they are also of major importance to your success in the course. These sessions are vital because they give you an opportunity to gain a deeper understanding of the subject material, to try out your ideas by discussing them with the group in a non-stressful setting, and to develop your critical thinking skills. In short, you will not get everything you can out of this class unless you are ready to take a few intellectual risks. **DO NOT BE SHY!** You are not being judged.

TERM PAPER

When do you think Europe emerged? How should we conceive of "Europe?" Why?

This paper calls for you to explore ideas contained in the lectures and readings completed this semester. In other words, the **ONLY** sources that you will use are the lectures and assigned readings. As you do the reading, you will find that many of the authors disagree with one another. The material contained in lectures may support a variety of potential arguments. What do **YOU** think?

NOTE: If you took History 230 last fall, your essay may reference the pre-1500 period *however* the focus of your argument must be on years after 1500.

Carefully develop an argument based on the information contained in the sources listed above to support your case.

Your essay should be 5-7 pages, double-spaced. Use 12-point Times-New Roman font and 1-inch margins on all sides. Include a title page that contains your paper title and your name. The title page is not included in the page requirement. This paper is worth 25% of your overall course grade.

To successfully complete this assignment, you should:

- 1) Decide upon a thesis that will appear very early in your essay. Be clear about how you will support your thesis and tell your reader how you will do so.
- 2) Think about strategies for successfully proving your argument. Think about it as if you are constructing a building. First you must lay a foundation. Next you need to build a support structure. Finally you can put on siding and a roof. Your argument should proceed in a similarly orderly fashion.
- 3) Carefully cite any quotations or ideas that are not your own. You will only use lectures or the readings listed above, so your first citation will follow one of the following two formats:
 - a. **Books:** Eric G.E. Zuelow, *Making Ireland Irish: Tourism and National Identity since the Irish Civil War* (Syracuse: Syracuse University Press, 2009), [page number being referenced appears here].
 - b. **Articles:** Eric G.E. Zuelow, “ ‘Kilts versus Breeches’: The Royal Visit, Tourism, and Scottish National Memory,” *Journeys: The International Journal of Travel and Travel Writing* 7.2 (2006): pp. 33-53. See page [number being referenced].
 - c. **Book Chapters:** Eric G.E. Zuelow, “The Tourism Nexus: The Meanings of Tourism and Identity since the Irish Civil War,” in Mark McCarthy (ed.), *Ireland’s Heritages: Critical Perspectives on Memory and Identity* (Hampshire: Ashgate, 2005), pp. 189-213. See page [number being referenced].

Subsequent references should use the “short-reference” format:

- a. Le Goff, *Birth of Europe*, p. #
- b. Zuelow, “New World Rising,” Apr. 2, 2013.

Note #1: If you cite the same source back to back, the second reference should read: Ibid, p..

Note #2: Each time you cite a *different* lecture or reading for the first time you must use the full-citation format listed above.

Note #3: A failure to cite sources will result in a failing grade or worse (see plagiarism policy). A failure to use the citation style listed above will result in an automatic 10-point grade reduction.

- 4) COPY-EDIT your work. Seek help at the Learning Assistance Center or from a trusted friend. Poorly edited work will result in a grade reduction.

5) All papers are due on May 2, 2013.

***ULTIMATE GOAL:** As a result of this assignment, you will improve your critical thinking and writing abilities. At the same time, you will reflect carefully on the ideas and content discussed throughout the semester.*

EXAMS

There will be **three** exams during the semester. Each mid-term will include ten (10) multiple-choice questions and one (1) essay; the final examination will include ten (10) multiple-choice questions and two (2) essays. *Eighty percent of each exam grade will be based on the essay portion of the test.*

As the first exam approaches, we will talk in detail about how to succeed on an essay examination. In a nutshell, successful essay writing requires that you develop a clear and defensible thesis, defend your thesis using accurate evidence drawn from lectures/readings, and ultimately that you prove that your thesis is correct. Thus, your essays should contain three parts:

1. You should begin with a short introductory paragraph that succinctly summarizes the issue with which you will be dealing (the question), states your 1-2 sentence answer to that question (thesis), and outlines how you will more thoroughly argue your position;
2. Next, include several paragraphs (usually 3-5 for an essay such as this) that carefully present information (evidence) from the lectures and readings to “prove” that your thesis is defensible. Be sure to explain why the evidence that you provide is relevant;
3. Finish off with a concise conclusion that summarizes your argument, reiterates some of the evidence that you have discussed thoroughly in the body of the essay, and re-states your thesis. The conclusion is your last opportunity to drive home your main point and to convince the reader that your answer is viable.

As you write your exam essays, remember that your job is both to answer the question and to effectively utilize evidence to prove your point. If you do both of these successfully, you will do very well on the three tests.

ULTIMATE GOAL: *As a result of these exams, you will improve your critical thinking and writing skills. Exams are never simply about regurgitating information; they are about using facts to make arguments. Consequently, exams provide a vital opportunity to deepen your understanding of the historical material that we read about and discuss in class.*

PARTICIPATION/ATTENDANCE

Your attendance and participation are vital for success in this course. You cannot learn, nor can you contribute to the group's progress, if you are absent. I will keep track of both who attends regularly and of who participates in discussion. Participation is worth 15% of your overall grade.

ULTIMATE GOAL: *As a result of this assignment, you will improve your critical thinking and oral communication skills, while deepening your understanding of both history as a discipline and of the historical material that we explore in lectures and readings.*

EXTRA CREDIT

There will be several opportunities to earn extra credit during the course of the semester. You will receive **one extra credit point** (added to your final overall grade) for attending the following presentations/performances and for writing a short response paper (1-2 pages):

February 3, 2013, 3-4:30pm (Biddeford City Theatre)

Georges Bizet's *Carmen*

February 11, 2013, 6-7:30pm (WCHP Lecture Hall, Portland Campus)

Ann Kibbie, "On the Brink of the Grave: Early Stories of Blood Transfusion"

February 21, 2013, Noon-1pm (St. Francis Room)

Ryan Moore, "Rhythm, Noise, and the City: Music and Social Change"

March 25, 2013, 6-7:30pm (WCHP Lecture Hall, Portland Campus)

Carl J. Richard, "Greeks and Romans Bearing Gifts: How the Ancients Inspired the Founding Fathers"

April 24, 2013: TBA (St. Francis Room)

Poetry by Irish poet Eamonn Wall

April 29, 2013, 6-7:30pm (WCHP Lecture Hall, Portland Campus)

Jonathan Israel, "Radical Enlightenment and the Making of the French Revolution (1750-1800)"

OTHER POLICIES

LATE ASSIGNMENTS

- **All papers must be handed in on the day that they are due. This must be done IN CLASS. No late papers will be accepted.**
- **Papers will not be accepted electronically unless otherwise specified.**

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor's note, obituary, or other paperwork as needed.

CELL PHONES AND OTHER ELECTRONICS

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom. *TURN OFF YOUR PHONES WHEN YOU ENTER THE CLASSROOM.*

Students seen texting will receive NO CREDIT for attending the class session in question. There will be no warnings; you will simply lose points and your participation grade will evaporate into whatever cellular network you subscribe to.

If you would like to take notes on a laptop, please feel free to do so. *This said, any student seen using their computer for tasks unrelated to this course will be asked to leave and will not be permitted to use a computer during subsequent class meetings.*

DISABILITY ACCOMMODATIONS

Students who require special accommodations for any disability should provide the professor with relevant documentation from the Disability Services Office (DSO) at the start of the semester. Every effort will be made to provide these students with additional time for exams, special testing facilities, or any other assistance prescribed by the DSO.

WEATHER/SNOW DAYS/FLU

To paraphrase a popular saying/bumper sticker: "Snow Happens." Should we miss a day because of snow or other weather problems, we will adjust the schedule as we go. In some cases, it may be necessary to cancel or postpone scheduled activities.

Should the already bad flu season take a significant turn for the worse and classes be cancelled, watch your email. UNE maintains a policy of shifting to online instruction in cases of severe pandemic. In such a case, we will attempt to carry-on with our course work in cyberspace. Far from ideal, but "better than the alternative" as they say.

WIKIPEDIA AND OTHER ONLINE RESOURCES

Wikipedia and a large number of other online resources are not acceptable scholarly secondary sources. Do not use them (unless expressly told to do so) in this or any other college-level course.

There are acceptable online resources such as those providing peer-reviewed journal articles: JSTOR, ProjectMUSE, ProQuest, etc. **Consult with the professor to verify that any online source you are planning to use is acceptable.**

PLAGIARISM & OTHER DISHONESTY

Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the chair of the Department of History and Philosophy for disciplinary action.

The University of New England defines plagiarism as:

- a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or
- b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

<http://www.une.edu/library/resguide/default.asp>

If you have any questions about how to properly cite sources, please contact me.

Anybody caught cheating on an in-class exam will receive an automatic failing grade for that exam and will be directed to the chair of the Department of History and Philosophy (and subsequently to the dean) for further disciplinary action.

OVERALL COURSE GRADE

It is very important to understand how your grade will be assessed in this class, as well as what the various grades actually mean. In essence, letter grades are used as shorthand for the level of proficiency achieved in the classroom. The following criteria are in effect:

- A:** Student demonstrated a level of knowledge (writing, content, etc.) relevant to the course that *goes considerably beyond* what is expected.

- B:** Student demonstrated a level of knowledge of material relevant to the course that is *beyond basic expectations*.
- C:** Student demonstrated an acceptable level of knowledge that is *in line with course expectations*.
- D:** Student knowledge *barely meets expectations* and the student will likely face significant difficulty in more advanced history courses.
- F:** Student has not learned or demonstrated enough mastery of material to receive a passing grade.

These criteria are not intended to be off-putting, but merely to make clear that simply showing up for class, doing assignments, and talking occasionally generally earns a “C” or a “D”—not an “A” or “B,” both of which denote a student who exceeded the basic expectations outlined in this syllabus.

GRADING OPTIONS [IMPORTANT!]

Before the final exam you will be handed a sheet that lists five grading options. Each option allows you to raise or lower the value of the respective *test* grades. So, for example, if you do not perform as well as you would like on the first mid-term, you will have the ability to lower its value relative to the other two test grades. *Regardless of the option you choose, the combined test grades equal 60% of the overall course grade.*

The basic grade breakdown is as follows:

Exams (combined): 60% (see above)
Term Paper: 25%
Participation: 15%

The following grading scale is in effect:

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D	=	60-69
F	=	59 and below

C O U R S E S C H E D U L E

Please note that the following schedule is provisional. Changes may be made as demanded by the weather, class progress, etc. Please watch your email for alterations/revisions.

THURSDAY, JAN. 17, 2013: INTRODUCTIONS

Today we will get to know one another, make sure that everybody understands course expectations and requirements, and take a few minutes to discuss the nature of historical study.

Lecture: Introductions

Required Reading:

S.W. Swain, "What is History?" *The Journal of Philosophy*, 20 (1923): pp. 281-89

TUESDAY, JAN. 22, 2013: THE PROTESTANT REFORMATION

As those of you who took the first half of this course are aware, the famous medievalist Jacques Le Goff argues that "Europe" took shape with the adoption of Christianity. It is an argument that makes some sense. After all, there was but one church in Western Europe and its teachings governed everything from daily life to high politics, from cradle to grave. Such unity did not last. From as early as the fourteenth century dissenting groups such as the Lollards and the Hussites challenged the Catholic hierarchy. During the first half of the sixteenth century, a call for reform issued by Martin Luther broke Christianity apart. New sects formed, religious unity all but dissolved, and violent conflict broke out. Today we will discuss the Protestant Reformation.

Lecture: *The Protestant Reformation: The End of "Europe?"*

Required Reading:

Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge: Harvard University Press, 1984), pp. 1-61

THURSDAY, JAN. 24, 2013: THE THIRTY YEARS WAR – A "EUROPEAN" CRISIS?

For those who lived through it, the Thirty Years War seemed like the beginning of the end. Death, devastation, and disease were rife. Nobody seemed able to stop the horror. Alliances formed and were broken, but were these years of turmoil indicative of a sense of being "European?" Today we will trace the story of the Thirty Years War.

Lecture: *The Thirty Years War – A "European" Crisis?*

Required Reading:

Zemon Davis, *Martin Guerre*, pp. 62-125

Suggested Reading:

John Theibault, "The Rhetoric of Death and Destruction in the Thirty Years War,"
Journal of Social History, 27/2 (Winter, 1993): pp. 271-290

TUESDAY, JAN. 29, 2013: ANCIEN RÉGIME – THE DIVINE RIGHT OF KINGS

Ever since the advent of kingship in the wake of the Roman Empire, kings lived large. This fact was never more the reality than in the wake of the Thirty Years War. Today we will examine the most prominent divine right monarch, Louis XIV of France. How did he live and why did he see the world as he did? Just what were subsequent revolutionaries so dismayed about?

Lecture: *Ancien Régime – The Divine Right of Kings*

Required Reading:

Anthony Pagden, *The Idea of Europe: From Antiquity to the European Union*
(Cambridge: Cambridge University Press, 2002), pp. 1-54

Jean Domat, "On Social Order and Absolute Monarchy (n.d.), *Modern History Sourcebook*. Available online:
<http://www.fordham.edu/halsall/mod/1687domat.html>. (Accessed 8/8/06)

THURSDAY, JAN. 31, 2013: WINDS OF CHANGE I: THE GLORIOUS REVOLUTION

European monarchs all dreamed of turning their own states into versions of the Sun King's France. In England, Charles II and James II, the last two Stuart monarchs, endeavored to create an absolutist state but failed on a monumental scale. The "revolution" that resulted was driven by traditional elites, not ordinary Britons, but it stands as perhaps the first dramatic challenge to the previous order. Perhaps the monarch was *not* installed by God? Maybe he (or she) ruled at the will of "the people" (whatever that might mean)? Today we will talk about the first major political upheaval to rock European political life.

Lecture: *Winds of Change, Part I: The Glorious Revolution*

Required Reading:

English Bill of Rights, 1689, *Avalon Project at Yale Law School*. Available online:
<http://www.yale.edu/lawweb/avalon/england.htm>. (Accessed 8/8/06).

TUESDAY, FEB. 5, 2013: THE ENLIGHTENMENT

Many Europeans imagined themselves to be different because they were more rational, more scientific, and more sophisticated than the rest of the world. In other words, they had experienced the “Enlightenment.” It matters little whether this self-perception represented reality, only that many believed it right through the nineteenth and even much of the twentieth century. Today we will discuss the Enlightenment and some of its central figures.

Lecture: *The Enlightenment*

Required Reading:

Pagden, *Idea of Europe*, pp. 55-71

THURSDAY, FEB. 7, 2013: DISCUSSION DAY #1 – THE WORLD WE HAVE LOST

Today we will engage in a more detailed discussion of the reading thus far.

Required Reading:

No new reading assigned. Carefully review all reading to date.

TUESDAY, FEB. 12, 2013: WINDS OF CHANGE II: THE FRENCH REVOLUTION

If the Glorious Revolution changed British life, the French Revolution altered Europe. The idea that ordinary people might rise up to overthrow a corrupt regime, bringing “liberty, equality, and brotherhood” to the state, was a powerful idea that sent shockwaves through Europe’s ruling class. What happened? Today we will find out.

Lecture: *Winds of Change, Part II: The French Revolution*

Required Reading:

Lynn Hunt, “The Rhetoric of Revolution in France,” *History Workshop*, 15 (Spring, 1983): pp. 78-94

Ralph Kingston, “The Bricks and Mortar of Revolutionary Administration,” *French History*, 20 (2006): pp. 405-423

THURSDAY, FEB. 14, 2013: MID-TERM EXAM REVIEW #1

Today we will prepare for our first mid-term exam.

Required Reading:

No required reading.

TUESDAY, FEB. 19, 2013: MID-TERM EXAM #1

Yippee!! Time for your first exam of the semester.

Required Reading:

No required reading.

THURSDAY, FEB. 21, 2013: NAPOLEONIC EUROPE

Napoleon is variously seen as the embodiment of something new and a harbinger of things to come, or as a throwback to the past, little more than an old-style king couched in a modern rhetoric. Today we will examine the rise, and rise, and fall, and rise, and fall of the “Little Colonel.”

Lecture: *Napoleonic Europe*

Required Reading:

Édouard Driault, “The Coalition of Europe Against Napoleon,” *American Historical Review*, 24/4 (Jul., 1919): pp. 603-624

Pagden, *Idea of Europe*, pp. 116-128

TUESDAY, FEB. 26, 2013: THE INDUSTRIAL REVOLUTION

As important as the French Revolution was, the industrial revolution may well claim even more historical significance. Starting during the mid-eighteenth century, the industrial revolution was a profound economic transformation, but its social and political implications might well be even further reaching. Today we will explain why the Industrial Revolution started when and where it did, then we will briefly discuss some of its many implications.

Lecture: *The Industrial Revolution*

Required Reading:

Frederick Engels, “The Great Towns” in *Condition of the Working Class in England* (1845). Available online at:
<http://www.marxists.org/archive/marx/works/1845/condition-workingclass/ch04.htm>. (Accessed on 4 Dec. 2008).

TUESDAY, FEB. 28, 2013: 1848 AND THE RISE OF MASS POLITICS

During the 1830s and 1840s, groups previously inactive in politics started to express themselves. Chartists in Britain and revolutionaries across Europe demanded reforms. In some places, minor reform took place. In other areas, little changed. Today we will discuss a growing trend toward mass politics.

Lecture: *1848 and the Rise of Mass Politics*

Required Reading:

Karl Marx, *The Class Struggles in France, 1848-50* published online by *Marxists Internet Archive*, <http://www.marx.org/archive/marx/works/1850/class-strugglesfrance/index.htm>, (Accessed: 9 November 2006), **Read Part I: The Defeat of June 1848**

THURSDAY, MAR. 5, 2013: THE BIRTH OF NATIONALISM

Scholars vigorously debate when, where, and why nationalism developed. Today we will talk about the rise of nationalism, taking note of the important role of the French Revolution, and the Industrial Revolution in the story. We will also spend a few minutes discussing the rise of racial thought, the so-called “invention of traditions,” and the implications of these things for subsequent European history.

Lecture: *The Birth of Nationalism*

Required Reading:

Eric Hobsbawm, “Mass-Producing Traditions: Europe, 1870-1914,” in Eric Hobsbawm and Terence Ranger (eds), *The Invention of Tradition* (Cambridge: Cambridge University Press, 1983), 263-307

THURSDAY, MAR. 7, 2013: DISCUSSION DAY #2: A CHANGING EUROPE

Today we will continue our discussion of past readings and of the question of Europe in a period of rapid change.

Required Reading:

Pagden, *Idea of Europe*, pp. 171-208

TUESDAY, MAR. 12, 2013: EUROPE AND THE OTHER: IMPERIALISM

At the dawn of the nineteenth century Europeans had already been engaged in imperial ventures for hundreds of years, yet something new was afoot. Empires grew larger and more far-reaching. European states, led by Britain, sought not only to exploit their colonies but to fundamentally alter the native populations. By the end of the century, states vied with one another to create the largest and most powerful empires. Today we will talk about why these changes took place, asking what the idea of an “other” means for the “idea of Europe.”

Lecture: *Europe and the Other: The Age of Imperialism*

Required Reading:

George Orwell, “Shooting an Elephant,” available from *Online Literature* at:
<http://www.online-literature.com/orwell/887/>. (Accessed 8 December 2008).

William Henry Furness III, “A Visit to a Head-Hunter of Borneo,” available from
Modern History Sourcebook at:
<http://www.fordham.edu/halsall/mod/1901borneo.html>. (Accessed 8 December 2008).

Suggested Reading:

Eric Hobsbawm, *The Age of Empire: 1875-1914* (New York: Vintage Books, 1989).

THURSDAY, MAR. 14, 2013: EUROPE IN THE LATE-NINETEENTH CENTURY

By the fin de siècle Europe was nevermore confident in its own superiority. Affluence was widespread and living standards were the highest in history. Leisure time expanded and consumer culture exploded. Most expected that the future was bright. Today we will take stock of Europe on the eve of World War I.

Lecture: *Europe in the Late-Nineteenth Century*

Required Reading:

Kolleen M. Guy, “‘Oiling the Wheels of Social Life’: Myths and Marketing in Champagne during the Belle Epoque,” *French Historical Studies*, 22/2 (1999): 211-239

Judith G. Coffin, “Credit, Consumption, and Images of Women’s Desires: Selling the Sewing Machine in Late Nineteenth-Century France,” *French Historical Studies*, 18/3 (1994): 749-783

SPRING BREAK, NO CLASSES
MARCH 16– MARCH 24, 2013

TUESDAY, MAR. 26, 2013: MID-TERM EXAM #2 REVIEW

We return now to our course, already in progress. Time to prepare for mid-term #2.

Required Reading:

No required reading.

THURSDAY, MAR. 28, 2013: MID-TERM EXAM #2

While your excitement probably knows no bounds, it is time for mid-term #2.

Required Reading:

No required reading.

TUESDAY, APR. 2, 2013: NEW WORLD RISING: WORLD WAR I

Although it did not begin until 1914, the First World War represents the true beginning of the twentieth century. The relative civility (if that is the right word) of the nineteenth century suddenly and utterly collapsed. Society was increasingly brutalized. What had seemed shocking in 1913—men turning into bugs or nearly naked dancers—was hardly surprising in a world where airplanes flew overhead, where motorcars sped at once unthinkable speeds, where amputees were everywhere, and where tens of thousands of men could fall dead in mere hours. Today we will talk about the experience and implications of World War I.

Lecture: *New World Rising: World War I*

Required Reading:

James Joll, “The 1914 Debate Continues. Fritz Fischer and His Critics,” *Past and Present*, 34 (July., 1966): 100-113

Niall Ferguson, “Public Finance and National Security: The Domestic Origins of the First World War Revisited,” *Past and Present*, 142 (Feb., 1994): 141-168

THURSDAY, APR. 4, 2013: NEW AGE OF IDEOLOGY, PART I: COMMUNISM

World War I ushered in an age of economic and political uncertainty during which time three major ideologies vied for dominance. Today it is easy to imagine that democracy was the

obvious winner. Nothing could have been less obvious in the years after the Great War. Today we will talk about the first major challenger to democratic ideas: Communism. The Russian Revolutions of 1917 brought a communist government to power for the first time, providing an opportunity to, at least theoretically, implement the ideas of the great nineteenth century social thinker Karl Marx. The Russian Revolution did not lead to a Marxist utopia, but it did install the first great authoritarian government of the twentieth-century—the first step toward creating a mortal struggle between democracy and what philosopher Hannah Arendt called “totalitarianism.”

Lecture: *New Age of Ideology, Part I: Communism*

Required Reading:

Karl Marx, *The Communist Manifesto*. Available online:

<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>, (Accessed 7/31/07)

Lenin, Vladimir Illyich, “The Tasks of the Proletariat in the Present Revolution” (1917), *Lenin Works Archive*. Available online:

<http://www.marxists.org/archive/lenin/works/1917/apr/04.htm>, (Accessed 8/7/06)

TUESDAY, APR. 9, 2013: NEW AGE OF IDEOLOGY, PART II: FASCISM

Building on our discussion of the Russian Revolution and the horrible realities of interwar Europe, we will now discuss the rise of a new form of totalitarian government: fascism. The brainchild of an Italian journalist named Benito Mussolini, fascism quickly spread to other states, most notably Germany, but as it spread it changed. No two fascist governments were alike: a fact that constantly challenges students of fascism. Today we will talk about the rise of fascism, focusing specifically on the two most prominent cases: Italy and Germany.

Lecture: *New Age of Ideology, Part II: Fascism*

Required Reading:

Robert O. Paxton, “The Five Stages of Fascism,” *Journal of Modern History*, 70/1 (March, 1998): pp. 1-23

R.J.B. Bosworth, “Everyday Mussolinism: Friends, Family, Locality and Violence in Fascist Italy,” *Central European History*, 14/1 (Feb., 2005): pp. 23-43

THURSDAY, APR. 11, 2013: HUMAN SMOKE: WORLD WAR II

The Second World War was truly total war. Bombs rained down on European cities. Civilians were imprisoned and murdered by the millions. A considerable portion of the war was fought through the new mediums of radio and cinema. Propaganda was everywhere. Today we will engage in a whirlwind discussion of World War II in Europe.

Lecture: *Human Smoke: World War II*

Required Reading:

Pagden, *Idea of Europe*, pp. 209-259

TUESDAY, APR. 16, 2013: DISCUSSION DAY #3

Today we tackle both readings from Pagden and the content covered in the past several lectures.

Required Reading:

No assigned reading. Please review everything assigned since our last discussion day.

THURSDAY, APR. 18, 2013: THE COLD WAR AND EUROPEAN INTEGRATION

The struggle between totalitarianism and democracy did not end after World War II. Fascism was more or less vanquished, but Communism remained. In 1946, the great British lion, Winston Churchill, proclaimed that an “iron curtain” had descended across Europe. The Cold War, an ideological struggle for world supremacy, was “fought” around the globe, but Europe, and especially Germany, was its focal point. Today we will talk about the origins and character of the Cold War.

Lecture: *The Cold War and European Integration*

Required Reading:

Melvyn P. Leffler, “The Cold War: What Do ‘We Now Know’?,” *American Historical Review*, 104/2 (Apr., 1999): pp. 501-524

Tony Judt, *The Grand Illusion?: An Essay On Europe* (New York: New York University Press, 2011), pp. vii-44

Suggested Reading:

Arthur Schlesinger, Jr., “Origins of the Cold War,” *Foreign Affairs*, 46 (1967): pp. 22-52

Paul Seabury, “Cold War Origins, I,” *Journal of Contemporary History*, 3/1 (Jan., 1968): pp. 169-182

Brian Thomas, “Cold War Origins, II,” *Journal of Contemporary History*, 3/1 (Jan., 1968): pp. 183-198

TUESDAY, APR. 23, 2013: THE END OF COMMUNISM AND DAWN OF A NEW EUROPE

Few people imagined that the Cold War would end between 1989 and 1991. There were certainly a few Soviet specialists who recognized that the USSR was in deep trouble, but the suddenness of the collapse caught virtually everybody off-guard. For some, the end of communism in Europe was a clear sign that democracy had finally arrived. Yet was this really true? In the wake of the Cold War, the rush to integrate Europe took hold, eventually resulting in a common currency and some level of common government. But how total was the integration and how deeply felt a “European” identity? Today we will talk about the collapse of the Soviet Union and the rise of the European Union.

Lecture: *The End of Communism and Dawn of a New Europe*

Required Reading:

Tony Judt, *The Grand Illusion?: An Essay On Europe* (New York: New York University Press, 2011), pp. 45-141

Suggested Reading:

John Borneman and Nick Fowler, “Europeanization,” *Annual Review of Anthropology*, 26 (1997): pp. 487-514

Vivien A. Schmidt, “Discourse and (Dis)Integration in Europe: The Cases of France, Germany, and Great Britain,” *Daedalus*, 126/3 (Summer, 1997): pp. 167-197

THURSDAY, APR. 25, 2013: GUEST SPEAKER: ROMANIA UNDER COMMUNISM

One of my colleagues here at UNE has a friend who was a prominent activist during the final days of Communism in Romania and he is tentatively scheduled to visit our class today. I am still finalizing the details. If the visit does not work out, I will locate a suitable video about the experience of Communism in Eastern Europe/Russia that will take up our class period today.

Required Reading:

No required reading.

Suggested Reading:

Anna Funder, *Stasiland: Stories from Behind the Berlin Wall* (London: Granta Books, 2004).

TUESDAY, APR. 30, 2013: THE SPRING 2013 TRIVIA CHALLENGE

Today we will engage in the great Spring 2013 European History II Trivia Challenge. Our goals are simple: to prepare for the final exam and to corner the market on fun.

Required Reading:

No required reading.

THURSDAY, MAY 2, 2013: FINAL EXAM REVIEW DAY AND CLOSING THOUGHTS

We will use our final class meeting to continue our preparation for the final examination and to carry out one last conversation about the question of “Europe.”

Required Reading:

No required reading.