HISTORY 52b: EUROPE, 1789-PRESENT

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Office Hours (Olin-Sang 119): Tuesdays 9:30-10:30 AM; Fridays 9:30-10:30 AM; and by appointment

Course Description: This course explores the major political, social, economic, cultural, and intellectual themes in European history from the French Revolution to the fall of the Berlin Wall. Topics include: revolution, industrialization, political and social reforms, nationalism, imperialism, legacies of global wars, totalitarianism, and decolonization. Classes and readings emphasize exchanges and interconnections between the various polities of Europe from the Enlightenment through the twentieth century; the course as a whole demonstrates that events and developments within Europe have always shaped and been shaped by a broader global context. One of the overarching goals of this course is to introduce students to the variety of historical sources available to scholars of modern Europe: from images, to dictionaries, to legal documents, to speeches, to film. Throughout, students will be expected to wrestle with change and continuity in European history, analyze and interpret primary and secondary sources, and construct arguments based on historical evidence in their papers and examinations.

Learning Goals: Students will understand broad themes in Modern European history as they develop a strong appreciation for the diverse motivations of historical actors; students will develop the ability to critically analyze and interpret a range of primary and secondary sources; students will learn to construct arguments based on historical evidence in their papers and examinations.

Required Texts (available for purchase at the Brandeis Bookstore):

Erich Maria Remarque, All Quiet on the Western Front (Ballantine, 1982).

The vast majority of our readings will be selections and excerpts from longer works and will be posted as PDFs or as links on Blackboard. These additional readings are listed below under the “Class and Reading Schedule.” You are required to print paper copies of these documents and to bring them to our class meetings, so please plan accordingly and budget for this at the start of the semester. No longer having a printing balance will not be an excuse for failure to bring printed copies of these documents. In order to receive credit for class participation, you must bring these documents with you to class.

Communication: Please feel free to come to office hours or to e-mail me at any point during the semester if you have questions or concerns about the course, the assignments, or history more generally. E-mail (mullerh@brandeis.edu) is the best way to reach me to ask questions or to set up an appointment. I will respond to e-mail in a timely manner (within 24 hours). Please keep in mind, however, that I generally do not check e-mail after 8:00 PM.
General Requirements: Two short papers (4-6 pages) (35%); one midterm examination (15%); informed class participation, discussion guides and course worksheets, and in-class presentations (25%); and final examination (25%). For this four-credit course, students should assume they will spend a minimum of nine hours of study time per week in preparation for class (completing readings, papers, discussion questions, preparation for exams, etc.).

Attendance: Attendance is mandatory. Students will be permitted a maximum of two unexcused absences, after which the overall participation grade will be lowered by 1/3 of a letter grade for each day missed. Excused absences, which require notes from University Health Services or resident deans, must be discussed with me, and any missed work must be completed. Repeated unexcused absences, tardiness, early departures, and conducting private conversations in class are disrespectful to all of us and will affect your overall grade for the course.

Technology: Use of laptops and cell phones is not permitted in class (unless you have discussed the matter with me in advance). Please turn phones to silent (not vibrate) and put them away. Students texting during class will receive no credit for class participation that day.

Class Participation: This course will be a combination of lecture and discussion. The success of the course depends on your active listening and thoughtful participation. In order to help you organize your thoughts before each meeting and in order to practice both oral presentation and formal writing, we will have a mixture of assignments for our sessions, including in-class presentations and worksheets, all of which will factor into your overall participation grade. Class participation is 25% of the final grade and includes three component parts: in-class participation (15%), in-class presentation (5%), worksheets completed in preparation for class (5%).

In-Class Participation: Consistent engagement in all discussions is expected, as is diligent and timely preparation of readings and assignments. Your participation grade will be based on the quality of your contributions to class discussions (which are strengthened by doing the reading, bringing assigned texts to class to facilitate specific references, completion of discussion questions and course worksheets, and being prepared with comments and questions to contribute to the conversation). I will grade participation on a check plus/check/check minus basis daily.

In-Class Presentations: Each of you will be asked to complete one presentation over the course of the semester. In these presentations, you will be asked to introduce one historical actor by offering some relevant background information about that person, his/her involvement in key events in European and/or global history, and relevant background information about the primary source under consideration. You will also link the primary source(s) to the main arguments of our secondary readings for the day and to the themes of the course more generally. You will then be responsible for leading off class discussion about the source by posing a series of questions. These presentations should be 4-6 minutes in length. Presentations will be graded on a check plus/check/check minus basis. (For more detailed guidelines, see the “Oral Presentation Guidelines and Rubric” posted on Latte.)

Discussion Questions and Course Worksheets: For some sessions, you will find a brief writing assignment listed on the syllabus. For other sessions, I will post discussion questions or course worksheets on Latte. You should be printing these off and jotting down ideas in response to each question in preparation for class, as they will guide our discussions. These do not need to be formal responses and can take the form of lists/relevant quotations/etc., but they must indicate engagement with the material. I will periodically collect your responses and grade them on a
check plus/check/check minus basis, especially if our discussions of primary sources or the small-group discussions begin to lag.

**Exams:** A midterm exam will be given in class on Tuesday, March 7, 2017. The final exam is tentatively scheduled for Friday, May 5, 2017 from 9:15 AM to 12:15 PM. Both the midterm and the final exams will consist of a combination of short-answer questions and essays.

**Paper Assignments:** The two 4-6 page papers will be based on assigned course readings and will ask you to provide a critical analysis of primary sources. Further information will be provided for each assignment in class and detailed guidelines will be posted on Blackboard. Late papers will be penalized unless an extension has been approved, at my discretion, well in advance of the deadline. I will deduct 1/3 of a letter grade for every day (beginning at 4:00 PM) they are late (i.e. a paper due on 4:00 PM on Thursday earning a B+ will receive a B if turned in on Friday by 4:00 PM, a B- on Saturday, etc.).

**General Notes on Grading Expectations for Papers:** Good writing relies on argument, evidence, and what William Strunk, Jr., called the “elements of style.” General characteristics of various letter grades for papers are as follows: an A paper is distinguished by a clearly articulated, compelling argument and/or organizing principle; a judicious use of well-digested evidence; and an effortless command of grammar, spelling, and punctuation. A B paper is marked by an argument that is well-crafted, but predictable; evidence that is appropriately placed but inadequately exploited; and serviceable but not superlative prose. A C paper is characterized by a loose or regurgitated argument; mechanical citation and support; awkward paragraph structure, repetitive constructions, lapses into colloquialism, and overuse of the passive, adverbs, and the exclamatory voice. A D paper is marred by assertions rather than argument; the misreading or misuse of evidence; and simple grammatical and spelling mistakes. An F paper lacks an argument entirely; shows no familiarity with relevant evidence; has consistent problems with basic sentence construction; and/or does not address the assignment.

**Grade Appeals:** If you wish to appeal any grade with me, you must do so in writing, carefully explaining the reasons for your appeal and submitting a copy of your work along with my comments. You must submit grade disputes to me in person during my office hours. We will then schedule a later appointment to discuss the issue. Please note that appealing a grade means that the evaluation process begins again. After reviewing your appeal, I may lower or raise the grade.

**Academic Integrity:** Please do your own work. Plagiarism will not be tolerated in any form. Academic honesty, the cornerstone of teaching and learning, is the foundation of integrity, and you are expected to be honest in all of your academic work. Academic dishonesty includes, but is not limited to, providing or receiving assistance with coursework in ways not authorized by the instructor, submitting an assignment produced for one course to a second course without the approval of all instructors, and, of course, plagiarism. Plagiarism is intellectual theft; it means presenting someone else’s work and ideas as if they were your own. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student’s responsibility to cite any sources consulted – not only for quoted phrases but also for ideas and information that are not common knowledge – and to follow the proper format for those citations.

Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software...
to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides.

Please remember that you should always ask me for assistance if you have any questions about what sorts of materials and assistance are appropriate for assignments or if you are uncertain about how to cite sources correctly.

Accommodations: If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please check in with me immediately. Please keep in mind that accommodations cannot be made retroactively.

Additional Resources: The Writing Center is a free resource available to all Brandeis students. The Center is located in Goldfarb 232 on the Goldfarb Mezzanine. Appointments can be made Monday through Friday from 10:30 AM to 6:00 PM. There are also drop-in sessions available Monday through Thursday from 6:00 PM to 9:00 PM. To make an appointment or to find out more, please visit: http://www.brandeis.edu/writingprogram/writingcenter.

Changes to the Syllabus: I will make every effort to follow the schedule outlined below. If any changes are required or any adjustments are necessary for snow days or other reasons, I will announce them in class and/or on Latte as early as possible. You are responsible for complying with any alterations to the schedule or assignments.

Class and Reading Schedule:

Tu (1/17): Introduction

Fri (1/20): An Age of Enlightenment?
Readings:
John Merriman, A History of Modern Europe, Volume 1, pp. 312-348 (Latte).
Immanuel Kant, “What is Enlightenment?” (1784) (Latte).

Assignment for class:
Complete discussion questions (posted on Latte).

Tu (1/24): The Tinderbox of Revolution
Readings:
Abbé Sieyes, What is the Third Estate? (1789) (Latte).
“Declaration of the Rights of Man” (1789) (Latte).
Olympe de Gouges, “Declaration of the Rights of Woman” (1791) (Latte).

Assignment for class:
Complete “Evaluating a Primary Source” for one of the three primary sources above (you will be assigned your source in class) (posted on Latte).
**Fri (1/27): Towards the Terror**

*Readings:*
The National Convention, “September 21, 1792 Debate” (1792) (Latte).

*Assignment for class:*
Complete discussion questions (posted on Latte).

**Tu (1/31): Reactions to Revolution**

*Readings:*
“Decree of General Liberty” (1793) (Latte).

*Assignment for class:*
Complete discussion questions (posted on Latte).

**Fri (2/3): Napoleon in Europe and in Egypt**

*Readings:*
“The Imperial Catechism” (1806) (Latte).

*Assignment for class:*
Prepare arguments for debate about Napoleon (posted on Latte).
Complete Worksheet #1 for Paper #1 (posted on Latte).

**Tu (2/7): Restoration?**

*Readings:*
The Carlsbad Decrees (1819) (Latte).
William Wordsworth, “Lines Composed a Few Miles Above Tintern Abbey” (1797) (Latte).

*Assignment for class:*
Complete Worksheet #2 for Paper #1 (posted on Latte).

**Paper #1 due Thursday, February 9 by 4:00 PM (hardcopy in my mailbox).**
Fri (2/10): Industrial Revolution or Industrious Revolutions?
Readings:

Assignment for class:
Complete “Evaluating a Secondary Source” (posted on Latte).

Tu (2/14): An Age of Reform?
Readings:
“In Defense of Laissez-Faire” (1840) (Latte).
J.S. Mill, “On Liberty” (1859) (Chapter 1 only) (Latte).

Assignment for class:
Complete discussion questions (posted on Latte).

Fri (2/17): The Importance of 1848
Readings:
*The People’s Petition* (1838) (Latte).

Assignment for class:
Complete discussion questions (posted on Latte).

Tu (2/21): MIDTERM RECESS

Fri (2/24): MIDTERM RECESS

Tu (2/28): Forging Nations
Readings:
Ernest Renan, *What is a Nation?* (1882) (Latte).

Assignment for class:
Complete discussion questions (posted on Latte).
Review “Identifying Primary, Secondary, and Tertiary Sources” (posted on Latte).
Fri (3/3): The Unifications of Italy and Germany
Readings:
Ernest Edwin Williams, “Made in Germany” (1896), pp. 1-2, 7-12, 18 (Latte).

Assignment for class:
Complete discussion questions (posted on Latte).

Tu (3/7): Midterm in Class

Fri (3/10): The Scramble for Empires
Readings:
“General Act of the Berlin Conference” (1885) (Preamble, Chapter I, Chapter II) (Latte).
King Leopold, “The Sacred Mission of Civilization” (1899) (Latte).
Joseph Conrad, Heart of Darkness (1899) (required text).

Assignment for class:
Complete discussion questions (posted on Latte).

Tu (3/14): Optimism and Reform
Readings:
John Merriman, A History of Modern Europe, pp. 742-786 (required text).

Assignment for class:
Complete discussion questions (posted on Latte).

Fri (3/17): Crises in the Empires
Readings:
John Merriman, A History of Modern Europe, pp. 830-842 (required text).
“London Times Dispatch” and “British Hid Horror Conditions at Boer Concentration Camps” (Latte).

Assignment for class:
Complete discussion questions (posted on Latte).

Tu (3/21): The Outbreak of War
Readings:
Erich Maria Remarque, All Quiet on the Western Front (1929), pp. 1-185 (required text).

Assignment for class:
Complete discussion questions (posted on Latte).
Fri (3/24): Waging Total War
Readings:
Enrich Maria Remarque, All Quiet on the Western Front (1929), pp. 187-296 (required text).

Assignment for class:
Complete Worksheet #1 for Paper #2 (posted on Latte).

Tu (3/28): The Russian Revolution
Readings:
John Merriman, A History of Modern Europe, pp. 716-725; 927-954 (required text).
Vladimir Lenin, “What is to be Done” (1902) (Latte).
Vladimir Lenin, “April Theses” (1917) (Latte).
“The Declaration of the First Provisional Government, 1917” (Latte).

Assignment for class:
Look over discussion questions (posted on Latte).
Complete Worksheet #2 for Paper #2 (posted on Latte).

Paper #2 due Thursday, March 30, 2017 by 4:00 PM (hardcopy in my mailbox).

Fri (3/31): Peace, Depression, and the “Lost Generation”
Readings:
Vera Brittain, Testament of Youth (1933), pp. 468-474 (Latte).
John Maynard Keynes, The Economic Consequences of the Peace (1920), Chapter VI (211-223) and Chapter VII (236-top 246) (Latte).

Assignment for class:
Complete discussion questions (posted on Latte).

Tu (4/4): Fascism and Civil War
Readings:
Mussolini, “What is Fascism?” (1932) (Latte).

Assignment for class:
Review “Types of Propaganda” (posted on Latte).
Select a poster and complete questions (posted on Latte).
Fri (4/7): Another World War  
Readings:  
Neville Chamberlain, “Speech on the Munich Crisis (1938)” (Latte).  

Assignment for Class:  
Complete “Thinking about Speeches as Texts and Historical Sources” (posted on Latte).

Tu (4/11): SPRING RECESS

Fri (4/14): SPRING RECESS

Tu (4/18): SPRING RECESS

Readings:  
Joseph Stalin, “Response to Churchill” (1946) (Latte).  
“Universal Declaration of Human Rights” (1948) (Latte).

Assignment for class:  
Complete discussion questions (posted on Latte).

Tu (4/25): Comparative Decolonizations  
Readings:  
Frantz Fanon, “Colonial War and Mental Disorder” (Latte).  

Assignment for class:  
Complete discussion questions (posted on Latte).

Fri (4/28): The Long Fall of the Iron Curtain  
Readings:  
USA and USSR, “Exchange of Notes on the Berlin Wall” (1961) (Latte).  

Assignment for class:  
Complete discussion questions (posted on Latte).
Tu (5/2): Migrations and Changing Demographics

Readings:
Film: *La Haine* or *East is East*.

Assignment for class:
Select a particular clip from the film you have chosen to view and analyze what it suggests about the postcolonial experience in Europe.

**FINAL EXAMINATION (tentatively scheduled):**
Friday, May 5, 2017 9:15 AM – 12:15 PM