

HISTORY 102
EUROPEAN CIVILIZATION FROM THE MID-17TH CENTURY

BULLETIN INFORMATION

HIST 102 - European Civilization from the Mid-17th Century (3 credit hours)

Course Description:

European development and expansion from the mid-17th century to the present.

SAMPLE COURSE OVERVIEW

TBA

ITEMIZED LEARNING OUTCOMES

Upon successful completion of History 102, students will be able to:

1. Demonstrate principles of historical thinking to understand human societies, specifically through the history of European civilization from the mid-17th century to the present.
2. Define and summarize major events, developments, and themes of the history of European Civilization from the mid-17th century.
3. Evaluate significant themes, issues, or eras in the history of European Civilization from the mid-17th century.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate the ability to develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Demonstrate the ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. Brian Levack, et al, *The West: Encounters and Transformations*. 3rd Edition. Vol. II: Since 1550 (Pearson, 2007).
2. My History Lab (online companion to *West*: www.myhistorylab.com)
 - a. This online resource contains a wealth of materials related to each chapter of the textbook, including documents, case studies, images, maps, practice quizzes, student assessment techniques, and a history toolkit. This course will emphasize specific documents, images, maps, and portions of the history toolkit; please see the Blackboard website each week for information about the most relevant History Lab materials.

3. Blackboard (with few exceptions, all sources on Blackboard may also be found in the Modern History Sourcebook [online at <http://www.fordham.edu/halsall/mod/modsbook.html>]).
 - a. There is a Blackboard website for History 102, which you can access via the URL <http://BLACKBOARD.SC.EDU>. Weekly announcements, lecture outlines, discussion topics, essay guidelines, and examination study guides are posted on the site.

SAMPLE ASSIGNMENTS AND/OR EXAMS

This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing assignments), quizzes, exams, and research papers based on historical sources. The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and interpretive themes and require students to analyze historical context and apply historical methods to interpret the past. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

1. You will be asked to submit two kinds of written exercises:
 - a. Some weeks you will be asked to post a written response to the weekly discussion question directly onto the Blackboard website under the "Discussion Board" heading for your section. Your teaching assistant will review these responses and use them as the basis for discussion that week.
 - b. You will also turn in two academic essays during the course of the semester, which must be word-processed. Guidelines for these papers will be available on the course website.
2. Two Exams and a Final Exam
3. Quizzes

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

Unit I: The Age of Reason and Revolutions

Week 1

Class 1: Introduction: Why History Matters

1. The class will examine three defining issues for historical study and for this course:
 - a. How the past matters to the present and what problems presentism plays for the study of the past.
 - b. How we find history: an introduction to historical methods and research, selecting and interpreting evidence and sources.
 - c. How historians see the past less as an unchanging recitation of names and dates and more as a constantly evolving, complex set of processes and forces that requires the ethical use of evidence.

2. Key vocabulary and concepts: Chronology. Contingency. Chance. Power. Individualism. Community.
3. Discussion Sections: Tutorial: How to Analyze Primary Sources (My History Lab)

Week 2 Absolutism and State-Building

Class 2: Foundations of the Modern West: Europe in 1650

1. West, pp. 3-9; Chap. 15, especially 472-491; Chap. 16, 492-495.

Class 3: Absolutism and its Critics:

1. West, Chap. 16, 495-527.
2. Documents: Duc de Saint-Simon, John Locke (Blackboard)
3. Key Concepts: absolutism, divine right, mercantilism, constitutional monarchy
4. Discussion Sections/Quiz #1: The Nature of Absolutism
5. Bishop Jacques Bossuet, "Political Treatise on Kingship" (Blackboard)
6. Imagine a "philosophical roundtable" between Bossuet and Locke. How does Bossuet's ideal of absolutism differ from Locke's view of the social contract? How did Locke's idea of property as the basis for voting rights shape the development of Britain's North American colonies and ideas about citizenship in modern Western world?

Week 3 The Enlightenment and the Atlantic World

Class 4: The Enlightenment:

1. West, Chap. 19, esp. 596-617.
2. Document: Voltaire (Lab)

Class 5: Slavery and the Atlantic World:

1. West, Chap. 18, 552-561; 565-574; 579-585.
2. Document: "Mungo Park on Slavery in the Atlantic" (Late 1700s—Lab)
3. Document: Review Atlantic World and Trade Maps in History Lab
4. Key Concepts: deism, salons, triangular trade, middle passage, Seven Years' War
5. Discussion Sections/Quiz #2: Eighteenth-Century Debates on Slavery (Lab)
6. "A Defense of the Slave Trade" (1740)
7. Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789)
8. Analyze the arguments that Equiano uses to convince the British government to end the slave trade. To what extent were these arguments based on Enlightenment ideas? Which argument was most important to his plea?

Week 4 The French Revolution and the Terror

Class 6: The First French Revolution:

1. From Constitutional Monarchy to Republic, West, Chap. 20, pp. 618-634.

Class 7:

Revolutionary Culture, the Terror, and the Rise of Napoleon

1. West, Chap. 20, pp. 634-653.
2. Document: Rousseau (Text, p. 603).
3. Key Concepts: Estates General, Tennis Court Oath, Jacobins, republicanism
4. Discussion Sections/Blackboard Discussion Board: Evaluating the French Revolution
5. "Declaration of the Rights of Man and Citizen" (1789)
6. Olympe de Gouges, *Declaration of the Rights of Woman and the Female Citizen*
7. Maximilien Robespierre, "Speech to National Convention" (1794)
8. This week's discussion will prepare you for Essay #1 by focusing on the four key elements of the essay: thesis, structure, evidence, and mechanics. Come prepared to analyze the influence of Enlightenment ideas in one of this week's four documents. Based on your analysis, do you believe the revolutionaries succeeded in transforming France into an "enlightened" nation? Why or why not? What are the similarities and differences between the Revolution's notion of "natural rights" and our present-day concepts of "civil rights" or "human rights"?

Week 5 The Industrial Revolution and its Discontents

Class 8:

Industrial Revolution, West, Chap. 21, 654-670.

1. Document: Adam Smith (Blackboard)
2. See Maps in My History Lab

Class 9:

The Social and Environmental Consequences of Industrialization

1. Chap. 21, 670-683.
2. Documents (Lab):
 - a. Andrew Ure, "Defense of the Factory System" (1835) (Lab)
 - b. Chadwick, Report on Sanitary Conditions (1842)
 - c. The Sadler Report: Child Labor in the United Kingdom (1832)
3. Review Map Exercises in History Lab
4. Key Terms: capitalism, domestic system, James Watt, proletariat
5. Discussion Sections: ESSAY #1 DUE and Unit I Exam One Review
6. Essay #1: Enlightenment and Revolution
 - a. The French Revolution began in 1789 with the enlightened promise of a new society of free-thinking citizens, but soon descended into a year-long dictatorship that used terror to suppress all forms of dissent. Many of the revolution's leaders---from the Third Estate representatives who promulgated the *Declaration of the Rights of Man and Citizen* in 1789 to Maximilien Robespierre, the leader of the radical

Jacobins who initiated the Terror in 1793---relied on Enlightenment ideas and Enlightenment thinkers such as Voltaire and Rousseau to justify their actions and policies, often with unexpected and violent results. For Essay #1, analyze at least three Enlightenment ideas that shaped the actions of revolutionary leaders between 1789 and 1794. Did the revolutionaries succeed in transforming France into an “enlightened” nation? Why or why not?

- b. Your answer should be based primarily on an analysis of the assigned documents in My History Lab, as well as Jean-Jacques Rousseau’s *The Social Contract*, which influenced Robespierre and is found in Blackboard. Use the textbook for pertinent background information, especially on the results of the Revolution, but keep your focus on the primary source documents. Keep in mind that there is no single correct answer to this question. Your task is to demonstrate your ability to interpret and make an argument about the past based on primary sources, that is, pieces of evidence produced at the time the events occurred.

Unit II: Nationalism, Empire, and the Great War: 1815-1918

Week 6 Ideological Encounters

Class 10: Defining Ideologies: Conservatism, Socialism, Nationalism, and Liberalism: 1815-1848

1. West, Chap. 22, pp. 684-708.

Class 11: Unit I Exam One

1. Key Terms: conservatism, socialism, nationalism, liberalism
2. Discussion Sections/Quiz #3: Ideological Conflicts of the 19th Century
3. Documents (Lab): John Stuart Mill, On Liberty (1859) (Chapter 23)
 - a. Edmund Burke, Reflections on the Revolution in France (1790) (Chapter 20)
 - b. Karl Marx, *Communist Manifesto* (1848)
 - c. After reading the three assigned documents, be ready to explain which ideology each writer (Mill, Burke, Marx) espouses, and why each author believes their ideas are a good blueprint for society. In what ways is each document a response to the consequences of the French and Industrial revolutions? Are these ideologies relevant to today’s society—and are we still living with the consequences of these great revolutions?

Week 7 Mass Politics and the Political Nation, 1850-1914

Class 12: Nationalism and Nation Building in Central Europe,

1. West, 709-719.

Class 13: Women's Suffrage and the Limits of Liberalism:

1. West, Chap. 23, esp. 735-749.
2. Document (Lab): "John Stuart Mill on Enfranchisement of Women" (1869)
3. Key Concepts: second industrial revolution, feminism, suffragettes, separate spheres
4. Discussion Sections/Blackboard Discussion Board: Debates on Women's Suffrage (Blackboard)
5. Emmeline Pankhurst, "Why We Are Militant" (1903)
6. Almroth E. Wright, "The Unexpurgated Case Against Woman Suffrage" (1913)
7. Analyze the debates for and against women's suffrage in the Pankhurst and Wright readings. Was Pankhurst's organization justified in its use of violence to achieve the vote for women? Is violence ever justified to achieve such goals?

Week 8 **Imperialism and its Consequences**

Class 14: The Origins of the New Imperialism:

1. West, Chap. 24, pp. 750-765.

Class 15: The Impact of Imperialism in Africa and Asia

1. West, 765-783.
2. Key Concepts: Scramble for Africa, social darwinism, Berlin Conference of 1884, Herero-Nama Massacre
3. Discussion Sections/Quiz #4: Documents (Lab):
 - a. Rudyard Kipling, "The White Man's Burden" (1899)
 - b. Cecil Rhodes, "Confessions of Faith" (1877)
 - c. Edward Morel, "The Black Man's Burden" (1903)
4. See Maps on European Expansion in History Lab
5. Analyze the major economic, political, and ideological motives that fueled European imperialism between 1870 and 1914, using examples from the textbook and the three documents assigned for this week. Which factor do you believe was most significant for justifying and promoting European imperial expansion, and why? Using at least one area outside of Europe as an example, what was the impact of imperialism for non-European peoples who fell under European control?

Week 9 **The Great War**

Class 16: Origins of the First World War:

1. West, Chap. 25, pp. 784-792.
2. See Maps of War and Territorial Changes in History Lab

Class 17: The Home Front:

1. West, Chap. 25, 792-806.

2. Key Concepts: Schlieffen Plan, trench warfare, total war, Battle of Verdun
3. Discussion Sections/Blackboard Discussion Board
4. Francois Carlotti, from "World War I: A Frenchman's Recollections"
5. Erich Maria Remarque, excerpt from *All Quiet on the Western Front*
6. "A French Bakery During the War"
7. Anna Eisenmenger, "A German Soldier Returns Home"
8. Analyze the concept of total war by using examples from the documents above found in Chapter 25 of My History Lab. How do these accounts demonstrate the blurring of home front and war front that occurred during total war, and in what ways did such a conflict confound ordinary people's expectations of warfare?

Unit III: The End of European Hegemony

Week 10

Class 18: Unit II Exam Two

Week 11 The Uncertain Peace

Class 19: War and Revolution:

1. West, Chap. 25, 807-819.
2. Woodrow Wilson, "Speech on the 14 Points" (1918)
3. Treaty of Versailles (1919)

Class 20: Reconstructing Gender after World War I,

1. 828-833.
2. Key Concepts: hegemony, war guilt, self-determination, League of Nations
3. Discussion Sections: Essay #2 Preparation—The Impact of World War I on European Society
4. Essay #2: Total War and the Reshaping of European Civilization
 - a. Your textbook describes World War I as the first total war, "a war that demanded that combatant nations mobilize their industrial economies and their armies, and thus a war that erased the distinction between civilian and soldier. In total war, victory depended on the woman in the munitions factory as well as the man on the front lines" (Levack, p. 784).
 - b. For Essay #2, please analyze the concept of total war by using examples from the documents below found in Chapter 25 of My History Lab. How do these accounts demonstrate the concept of total war, and in what ways did such a conflict confound ordinary people's expectations of warfare? The documents below will be the basis of our discussion sections, but you may choose ANY of the documents in My History Lab to elaborate on your main points:
5. Francois Carlotti, from "World War I: A Frenchman's Recollections"

6. Erich Maria Remarque, excerpt from *All Quiet on the Western Front*
7. "A French Bakery During the War"
8. Anna Eisenmenger, "A German Soldier Returns Home"
9. After analyzing the concept of total war using the primary sources, the second part of the essay should discuss at least one way that the changes Europeans experienced during the Great War re-shaped European civilization in the years between 1918 and 1939. How did the experience of total war affect people's broader attitudes toward society, economics, or politics? For this part of the essay, you may use examples from the textbook (a secondary source), primary sources and images in Chapters 25-26 of My History Lab, and/or the film clips from The Great War that support your central argument, but please DO NOT USE OUTSIDE SOURCES to complete the essay.

Week 12 The Radical Right and the Origins of World War II

Class 21: The Polarization of Politics in the Interwar Era,

1. West, Chap. 26, 824-831 (including Justice in History)
2. Documents (Blackboard): Weimar Republic: Election Tables
3. Nazi Racial Hygiene and Nuremberg Laws (1933-35)

Class 22: The Expansion of Nazi Germany:

1. West, Chap. 27, 856-868.
2. Key Concepts: fascism, communism, reparations, anti-Semitism
3. Discussion Sections/Quiz #5: Evaluating Nazism
4. Document (Lab): Adolf Hitler, *Mein Kampf*
 - a. Analyze the ways that Hitler uses social Darwinism, biological racism, and anti-Semitism to describe the fate of human societies. How does his use of these ideologies compare to examples we have encountered earlier in the course, such as the unit on imperialism? In what ways did views shape Nazi social and foreign policy in the 1930s?

Week 13 World War II and the Holocaust

Class 23: The Nazi Empire: Toward the Racial Reconstruction of Europe

1. West, 869-877.

Class 24: The War Against the Jews:

1. West, 877-889.
2. Documents (Lab): Memoirs from the Commandant of Auschwitz (1940s)
3. Key Concepts: appeasement, Blitzkrieg, Kristallnacht (Night of Broken Glass), concentration camps
4. Discussion Sections/Quiz #6: Interpreting the Holocaust
5. Website: The Trial of Adolf Eichmann [<http://www.remember.org/eichmann/>]
6. Wannsee Protocol (1942)

7. This week's discussion analyzes "The Trial of Adolf Eichmann" (see Justice in History, an example of a secondary source) in order to assess questions about the motivation and culpability for the Holocaust – Nazi Germany's genocidal assault on European Jewry. Based on your analysis of Eichmann's final plea (see the "Trial" website), do you agree with Eichmann's assertion that he was simply "a tool in the hands of superior powers and authorities"? Should ordinary men and women be held responsible for following evil orders?

Week 14 The Cold War

Class 25: Origins of the Cold War:

1. West, Chap. 28, 890-900.
2. Documents (Lab): Winston Churchill, "Iron Curtain Speech" (1946)
 - a. President Harry S. Truman, The Truman Doctrine (1947)
3. Review Maps of Divided Europe and Cold War Alliances Winston Churchill

Class 26: Decolonization and the Cold War:

1. West, Review Chap. 26, pp. 847-855; Chap. 28, pp. 900-911.
2. Kwame Nkruma on African Unity (1960s)
3. Key Concepts: containment, Marshall Fund, Berlin Airlift, decolonization, Bandung Conference
4. Discussion Sections/Quiz #7: Decolonization and the Imperial Legacy
5. Document (Lab): Frantz Fanon, *The Wretched of the Earth* (1950s)
6. Review the section on the French-Algerian war in your textbook (pp. 906-907). Given the horror and violence of the conflict, why did Fanon eventually align himself with the FLN, or Algerian independence movement, and what were the consequences of doing so? Why did he see violence as a "cleansing force" in colonial societies?

Week 15 A Divided Europe

Class 27: The Communist Experiment in Eastern Europe

1. West, Chap. 28, 911-915; Chap. 29, 934-943.
2. ESSAY #2 DUE IN LECTURE
3. Key Concepts: command economy, collectivization, Brezhnev Doctrine, Prague Spring

Week 16 Toward a New Europe?

Class 28: Consumption and Coca-Colonization in the West

1. West, Chap. 915-927; 928-934.
2. Rethinking the West: Integration and Multiculturalism in the New Europe, 943-965.

3. Key Concepts: social democracy, welfare state, coca-colonization, existentialism

FINAL EXAM (on Unit III) according to University exam schedule