134-BL European History II 1555-1950s

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Welcome to the history half of the “Block.” We think that you have a special opportunity to learn about the way ideas and historical processes interact to shape our civilization. We will be exploring the history of Europe from the end of the sixteenth century with a special emphasis on how philosophical ideas reflected and shaped historical reality. Our major aim is to try to help you create a synthesis among political trends, economic developments, social changes, and intellectual concepts to form the complex and fascinating world of which our society is a part.

This particular piece of the Block is an introduction to the problems of European History from the 16th century to the present. During the semester we will explore together some of the important events and problems which have helped to mold our Western world. We use the word “Western” explicitly because we will be studying the roots of what is our common European heritage. In recent years, some scholars have seriously questioned the appropriateness of the term “western,” while others have questioned the assumption that “western civilization” has the unquestioned right to dominance. Surely, as we begin a new century and a new millennium we must consider how very complex and different our world culture has become from the narrower world with which we open our consideration.

We cannot possibly cover all the historical trends and problems that have occurred in the past five centuries during the course of fifteen weeks or even a year. Thus, the material we discuss will be, by definition, selective. By the end of the semester you will have an idea of SOME of the problems of understanding modern Western history from the rise of nation states at the end of the sixteenth century to the conclusion of the Cold War and the beginning of what many thought would be a “new world order,” but of what might be termed instead, “the new world disorder.”

Goals and Outcomes: By the end of the semester you will have an idea of SOME of the problems of understanding Western history from the mid-16th century to the late 20th century. Moreover, since this is an honors course, we will also try to make you aware of the methods and analyses that help to form the way historians deal with the past.
All History Department 100-level survey courses are designed to introduce students both to a body of knowledge and to historical methodology which includes understanding change over time and arguments about cause and effect. In these courses students examine the evolution of ideas, institutions, organizational systems and values which have shaped and are shaping societies. The study of pre-modern history presents cultures and societies around the world which differ in fundamental ways from those of today.

In addition, one of chief goals for this class is to teach each of you how to write critically, clearly, and precisely while acquainting you with a key form of historical writing – i.e., how to formulate and support an historical argument. We shall do this through learning how to review scholarly books and articles as well as through take-home essay examinations which depend on presentation of information through argument and analysis using primary and secondary documents for support. Consequently, grades on your papers will be based not only on what you write, but how well you express those ideas.

One of the important aspects of this class is our use of BLACKBOARD as a computer-based supplement to class work. Each of you has access to the Blackboard station for this class from your own computer or from a university computer. On Blackboard you will find copies of the syllabus, all writing assignments, various handouts, primary source documents to replace a documents text book and supplemental presentations. In class we will be telling you about assignments as we progress through the semester. The assignments will also be posted on Blackboard. There will be questions based on your readings, occasionally we will ask you to read a document or excerpt not included in your book that we have posted on Blackboard.

The following books are REQUIRED for this course; reading assignments are listed alongside each lecture:

- Natalie Z. Davis, *The Return of Martin Guerre*
- *Modern History Sourcebook*, [http://www.fordham.edu/halsall](http://www.fordham.edu/halsall)
- Documents on DOCUMENTS tab on Blackboard

**EXAMS, QUIZZES and PAPERS:** There will be one take-home midterm essay exam and the final exam. You will be writing two review papers and preparing a PowerPoint presentation on your monograph which you will post on Blackboard. The dates for each paper, take-home essay exam PowerPoint are indicated in the Topics and Reading Assignments section of this syllabus. Each of you, including students auditing the course, will be assigned a monograph in the first two weeks of the semester. The paper on *The Return of Martin Guerre* will be worth 100 points; the monograph review/PowerPoint presentation will be worth 200 points; the take-home essay midterm will be worth 200 points and the final worth 200 points. You will also receive up to 100 points for your attendance and participation. There will be four quizzes to verify that you are doing the reading, each worth 50 points for a total of 200 points. You may re-write the midterm exam or any paper to receive a higher grade. **Grade equivalents conform to the following pattern:** A=93+; A-=90-92; B+=87-89; B=84-86; B-=80-83, etc.
MONOGRAPH POWERPOINTS:
Each of you will be assigned to groups by topic and each of you will select one monograph from that group. All students, including auditors, will create a PowerPoint presentation about the monograph you have read. Once I have reviewed the PowerPoint and send you my comments, it will help you in writing your book review. The PowerPoint is worth 100 points and your review another 100 points.
Each student will read his/her monograph and review the book for the class through the PowerPoint. Each PowerPoint should include the following information. What is the author’s purpose in writing the book? What are the author’s main arguments? What kinds of primary and secondary sources does the author use to support his/her arguments? Can you see any elements of your book included in the textbook? What does your author emphasize—intellectual events, political processes, social developments to make the argument? How did your understanding of the problem or process change as a result of reading this book?

Group 1: The French Revolution and National Identities
Group 2: Nation Building in the 19th century
Group 3: World War I and Revolution: Europe enters the 20th century.
Group 4: Nazi Germany, Vichy France and the Holocaust
Group 5: The Cold War and the World following World War II.

ATTENDANCE: We get to know everyone so well that it is not be necessary to take attendance on a formal basis, but you will be missed when you don’t attend. If you are sick, we want you to stay in bed, but otherwise we expect you to be here. What happens in class is a vital part of the learning process, therefore I reserve the right to lower a grade based on excessive unexcused absence.

PREPARATION FOR CLASS: One of the hallmarks of honors classes, and the Block in particular, is the emphasis on class participation and discussion. Our classes tend to be informal, partly because we get to know you well, partly because of the character of the instructors. However, if you don’t read, we cannot discuss. While the reading load is heavy, it is not unreasonable and you can make intelligent decisions on how to prioritize. Start with the text, KOT. Although it is not the most exciting reading you are going to do, it does far more than just outline facts. As you will see, I make an effort to give you questions you can ask yourselves while you are reading so that you are doing more than just accumulating facts. If you go to the Documents tab on Blackboard or History Sourcebook on the web to find the appropriate section for the materials in the text, you will find interesting documents to read. If you have the time, read one or two. Bear in mind that the syllabus is a guide, use it to help plan your reading schedule, but also remember that we may often find ourselves behind the syllabus schedule because one problem or another attracted class interest. If you aren’t sure where we are, ASK!

REWrites:
I have a standing policy that you may rewrite any paper (except the final exam) if you are not satisfied with it. I take a great deal of time to make comments on each of your papers and mid-term exams. 70 percent of your grade in this course is based on your written work. The best way to learn to write is to think and re-think what you have to say. I grade your writing not only on content, but on the way you present your ideas since I believe that writing well is an extremely important skill. You learn more from re-writing a paper than by repeating your mistakes in your next effort. **Rewriting means rethinking.** It is not simply an exercise in correcting the mistakes that I have noted, rather you need to look for similar patterns that I might have missed. To rewrite a paper, you must see me with bringing with you your first version with my comments. After we discuss the paper, you may rewrite it and re-submit it before the end of the semester. I will re-grade the paper and your new grade will simply replace the first one. You must submit your original paper along with its new version. I reserve the right not to change your grade, for a rewrite does not guarantee a new and higher grade. I will not lower your old grade; however, so you have no risk in that regard. To receive a higher grade, I expect to see improvement not only acceptance of my corrections.

You can decide whether you it would be appropriate for you to rewrite papers if you are not applying what you learned from previous papers. You can decide to rewrite a paper up to the final week of class.

**CAVEAT:** If you were in HIST 133 honors last semester, I am expecting all of you to improve your writing. Therefore, I expect that you will move forward from the level of writing you achieved last semester. If you plan to hand in a “first draft” because you expect you can re-write it, I reserve the right to refuse to accept a re-write. So, be sure that you try to maintain the level of your work from first semester. I also reserve the right not to allow you to re-write if I don’t see improvement from your first paper to your second paper that reflects my comments.

**HISTORY DEPARTMENT GRADING STANDARDS:**

Since most of your grades will be based on your writing, for your information, I include the History Department’s grading standards for writing.

A: Exceptionally well-written and well-organized, strong argument, excellent analysis, insight into material, offering significant evidence and material as support, not repetitive or regurgitative.

B: By comparison this paper is not as well written, is lacking in one way or another (compared to "A"), may exhibit some mastery of material but is often repetitive or regurgitative.

C: Deficient in writing or organization, marked by a paucity of sources, "satisfactory," lacking analysis.

D: Serious flaws in any or many of the areas mentioned above.

F: Didn't answer the question, incoherent, entirely missed the nature/goal of the assignment.

The grade for your oral presentation will also be based on the same principles. Your participation grade will be based on your attendance, participation and attention in class, quality of your posted remarks and their frequency, demonstrating that you are completing...
the assigned reading, particularly in the KOT textbook.

PLAGIARISM and END/FOOTNOTES:
Plagiarism literally means using someone else’s words or concepts and passing them off as your own. All forms of plagiarism are cheating. Even if you attribute your text to the correct author, but quote excessively without inserting your own writing, you are engaging in a form of plagiarism. Not only do we in the History Department regard such activities as a serious form of dishonesty, the University devotes special paragraphs to plagiarism in the catalog. Any discovery of plagiarism in any work you submit to me will result in an immediate and irrevocable grade of F on the paper or project and the possible grade of F for the semester. In short, don’t plagiarize or engage in any other forms of academic cheating! The University’s Academic Honesty Statement for the University’s position on plagiarism is appended below:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

If you are not sure what plagiarism is, or how to avoid it, consult the following websites:  
http://www.indiana.edu/~wts/wts/plagiarism.html
or  
http://www.utoronto.ca/writing/plagsep.html
Both websites offer lots of other information on good writing. Also, be sure to consult the Purdue OWL website for good pointers in writing.
In addition, I will be asking ALL of you to submit your papers electronically. We will be using Turnitin.com and you can access it through Blackboard by using the Digital Drop Box. Furthermore, by using this method, you will be aware of plagiarism problems before you hand it your papers because your drafts will come back marked with suspicious passages.

OFFICE HOURS: I make every effort to be available to my students. Occasionally I may have to miss some of my hours because of a meeting; however, I usually can be found in my office at many others times than just office hours. If my hours are not convenient, we can always make
an appointment. Also, I am often in my office even though I have no posted hours. Don’t be afraid to knock and drop in, especially if you are having a problem. It is better to talk about what you don’t understand prior to a quiz or an exam, rather than after it.

Please be sure that your cell phone is turned off during class and that you do not engage in text messaging while the class proceeds.

SCHEDULE OF TOPICS AND READING ASSIGNMENTS

Week of January 13:
Introduction to the course. Europe at the end of the 16th century, background to the Scientific Revolution. Film: The Return of Martin Guerre on Monday. We will discuss the book and the film on Friday.
READ: Davis, The Return of Martin Guerre
KOT, chapter 12

Paper on Martin Guerre: Write a four page paper reviewing the book, The Return of Martin Guerre. What is Natalie Davis attempting to accomplish in her monograph? What kinds of sources does she use? How does she use them? What kinds of issues does she raise in her book that the film does not address? Why? Be sure to read the scholarly notes so that you can get an idea of how an historian uses archival materials and what types of archival materials contribute to how

Monday we will be seeing a film, The Return of Martin Guerre. Following the end of the film on Friday we will be discussing the book and film. Consider the following question.
Question: The story of Martin Guerre reveals a world very different from our own. If we posit that one of the tasks of our course is to reveal the world of the past and explore the process of movement into the modern, how does the story of Martin Guerre assist us in our task?

YOU MUST DOWNLOAD UNDER COURSE INFORMATION: How to Write a Book Review. I expect you to use the handout in order to write your review of Martin Guerre. If I do not see evidence of the vocabulary included in the handout, I will deduct from your grade.
Martin Guerre paper is due on January 24.

Weeks of January 22, January 27
Wars of Religion. The Seventeenth Century
READ: KOT, chapters 13-14
Our task during these two weeks will be to discuss the complexities and connections of the 17th century—one of the most exciting periods in the history of the modern west. During the 17th century not only did the principles by which European states organized themselves undergo rapid change, particularly in France and England, but the way Europeans understood the world in which they lived changed radically as well. This transformation was evident not only in the
way Europeans understood science, but in the way they approached political questions, issues concerning economic processes, religious issues, social organization and even art and culture.

Our readings will focus on questions such as:
Religious revolts—their nature and effects—how does the Reformation affect scientific and philosophical thinking?
The Scientific Revolution—how did the new discoveries in science change the way that educated Westerners viewed the world?
Absolutism and Constitutionalism—how did these two very different approaches to government reflect the new realities of the 17th century world? How was the French experience different from that of England?

QUIZ #1: Due February 3

Weeks of February 3 and 10: The 18th century, the Enlightenment, and the coming of the French Revolution

Louis XIV was the most powerful monarch in 17th century Europe. His death in 1715 left France in a precarious position as it tried to maintain its position as the most powerful European state. Internally, the French nobility struggled to regain the powers they had lost under Louis XIV’s rule, while externally, France found herself facing new European powers such as Prussia and Russia. France’s old rival Britain now emerged as the greatest economic power in Europe, challenging France’s power both on the European continent as well as in the New World. During these weeks we will be emphasizing how the Enlightenment was an outgrowth of the Scientific Revolution, how Enlightenment ideas were used by the French nobility as part of its effort to regain its position vis-à-vis the weakened monarchy, and how the new enlightened monarchs of the up and coming central and east European nations—Austria, Prussia, and Russia attempted to use new philosophical ideas for reform purposes.

READ: KOT, chapters 15-17

Weeks of February 17 and February 24: The French Revolution:

During these two weeks we will be discussing the French Revolution and the Napoleonic Era. The problems and issues we will be addressing will include the following:

How did the French Revolution carry out the new ideas expressed in the Enlightenment? In what manner does Napoleon symbolize the Revolution? Why do you think historians mark this moment as the beginning of modern history? Why not the American revolution? What were the values of the French Revolution? To get at these answers, as you read try to understand the process of how the French Revolution moved from a noble revolt to a toppling of the old order. How did the ideas of the Revolution spread throughout Europe? What were the stages of the revolution? Why do some historians believe that it lasted from 1789 to 1815?

Other questions to focus on: What was the revolt of the nobility? How can we differentiate the Estates Generals, from the National Assembly, from the Constituent Assembly, from the Legislative Assembly, from the National Convention? How did the political clubs impact on the course of the revolution? How were the major social classes involved in the revolution? What was the nature of the revolutionary war? How did the war change France?
What about the character of the army? What was the levee en masse? What were the major laws that changed the character of the revolution? How do they reflect the various stages of the revolution? Can you explain the reign of terror? Was it justified? How did Napoleon's policies reflect the revolution? How did the Napoleonic conquests spread the revolution to the rest of Europe? Where do you think it went wrong?

READ: KOT, chapter 18-19

QUIZ #2 is due on February 24

Week of March 10:
Topic: The Industrial Revolution

This week we will devote our efforts to understanding the impact of the industrial revolution. We will try to understand the social impact of industrialization and how the changes produced as great a revolution--social, political, ideological--as any political events that occurred.

READ: KOT, chapter 20-21

Your mid-term will be due on March 23.

Week of March 17:
Topic: European efforts to return to order during the first half of the 19th century.

During this week we will explore the political effort to return Europe to a pre-1789 stability and why it was doomed to failure. We will discuss the new ideologies that sprung out of the years following the Napoleonic Wars and which groups in society supported them. We will also discuss the liberal, nationalist revolutions of the 1820s, 1830, and 1848 and how 1848 meant an end to the effort to unify Italy and Germany under liberal, republican leadership.

READ: KOT, chapter 22-23

Weeks of March 24 and March 31
1850 to 1914

During these two weeks we will be considering the complexities of the late 19th century to the beginning of the First World War.
Subjects to pay attention to in the reading:
Unification of Italy and Germany
The development of mass politics: extension of suffrage, socialism, Politics on the right--anti-Semitism, racism.
The character of the Second Industrial Revolution Bismarckian Germany France: from Empire to Third Republic--why did it last? The development of middle class culture and society Science and Culture Darwinism and the new Sciences: New philosophies and social critiques: Nietzsche, Freud. The New Imperialism and its effect on international relations
The Age of Optimism and why it came to an end.

READ: KOT, chapters 24-25

QUIZ #3 is due on March 31

Weeks of April 7 and 14:
War and Revolution: 1914-1918
During this week, we will be talking about how WWI really marks the beginning of the 20th century and how it changed the understanding of war. We will also discuss the Russian Revolution and how it changed the political structure of Western society.
READ: KOT, chapter 26

Reverberations into the 1920s and 1930s. The Rise of Nazism and the onset of World War II and the Holocaust
During these weeks we will be trying to understand the impact of the war and revolution on Europe. We will be talking about the new ways that people understood the world, how the politics of Europe polarized around fears of the new regime in Russia, how the Russian revolution led to all kinds of social experimentation and new ways of doing things including planning and industrialization. We will also examine the new regimes of post WWI Europe, including the rise of fascism in Italy and most particularly the conditions in Germany that gave rise of Nazism. The politics of the left and the right emerged as the great issues of the 1920s and 1930s as the world-wide depression altered peoples' willingness to seek middle ground socially, economically, and politically. This will enable us to discuss the origins of World War II and why Hitler was initially successful in intimidating so many European governments who were more fearful of Communism than of Nazism or Fascism.
READ: KOT, chapter 27.

Your monograph reviews are due by April 25

QUIZ #4 is due April 27

Week of April 23 and 28:
Ending World War II and A New Europe
We will continue to examine the causes, conduct, and horror of World War II and try to understand the new world order emerging from it. This last part of the course will consider the major trends that formed our history in the last fifty years. When the Cold War officially ended in 1991, many thought that a "new world order" had begun. We will try to understand what the major trends after the end of World War II were about, how many really ended with the end of the Cold War, and the kind of world in which we live. Why do you think we now have to question the continuing existence of “Western Civilization” as a meaningful term? Perhaps we also have to determine how we speak of “the west” and how we define what the term means in our increasingly small globe.
READ: KOT, chapters 28-30.
Your final is due on Friday, May 11.