

# History 2204

## Modern European History

Autumn 2012

Class # 6310

Lectures: TR 11:30-12:25

Macquigg Lab 0264

Professor Nick Breyfogle

Office hours: Thursday 1-3, and by appointment

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Discussion Section Leaders (DSL): John Johnson [[johnson.4195@buckeyemail.osu.edu](mailto:johnson.4195@buckeyemail.osu.edu)]  
John Perry [[perry.1839@buckeyemail.osu.edu](mailto:perry.1839@buckeyemail.osu.edu)]

Office Hours - Th 9-11 am 322 Puller

Discussion Sections: Wed 10:20-11:15, 11:30-12:25, 12:40-1:35 DSL: John Johnson  
Fri 10:20-11:15, 11:30-12:25, 12:40-1:35 DSL: John Perry

### General Information

Welcome to the wonderful world of Modern European history!

In this course, we will study fundamental events and processes in European politics, war, economics, intellectual thought, culture, and society from the eighteenth century to the present. We will attempt to explain the origins of the contemporary world; how Europeans and the European world have arrived at where they are today. We will strive to understand how Europeans lived and gave meaning to their lives in the "modern" era. The course is both topically and chronologically organized and emphasizes the common characteristics of European civilization as a whole rather than specific national histories. It traces threads of continuity while also examining the vast changes experienced by European society in these 250 years. In a course that spans several centuries and covers a large geographical area, the majority of peoples and events cannot be studied in detail. We will focus on particular cases that illustrate important patterns of change and conflict that have shaped the European world as we know it now.

The format of the course will be a combination of lectures, class discussions, and other forms of direct student participation. Students are expected to attend classes faithfully, participate actively, and complete the reading assignments before attending lecture and section

(more on this below). Come to class on time so that you do not cause unnecessary disruption of your fellow classmates and do not leave class before time. Please feel free to ask questions during class. Students will be responsible for materials covered in lecture, discussion sections, and in all the readings.

Throughout the course, students will learn skills that will be necessary for them both as history students and in most of life's endeavors: critical and analytical thinking, writing, reading, listening, note taking, working in groups, and public speaking.

### **Objectives/Learning Outcomes**

By completing the requirements for this Historical survey, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of European history, and how they inform present-day European society, politics, and relations with the rest of the world.

### **Important Information**

Students are very welcome to come and talk with me about any aspect of the course and the wonders of history. My office hours and location are listed above. I can also be reached by e-mail (breyfogle.1@osu.edu).

**In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.**

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave; Tel: 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**For Students Following the Quarter Requirements:**

**This is a GEC course.** This course fulfills the second half of the GEC Category 5. Arts and Humanities A. Historical Survey. It also fulfills the GEC category "International issues western (non-United States) course."

**For Students Following the Semester Requirements:**

**This is a GE course.** This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option.

For more on the GE requirements, see <http://ascadvising.osu.edu/gec/combined>

**Historical Study GE Requirements:**

**Goals:** Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

**Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**For History Majors:** this course fulfills the following Geographic, Chronological, and Thematic requirements: Europe, post-1750, REN and PCS

## Readings

*All books have been put on two-hour reserve at Thompson library.*

*All books are available for purchase at SBX and other area bookstores*

*Other readings are available as PDFs online via CARMEN*

*\*\*[Be sure to bring a copy of the readings to each discussion section as you will refer to the readings regularly during discussion]\*\**

### **Required Books:**

Brian Levack, Edward Muir, et al. The West: Encounters and Transformations. Vol II, since 1550. Pearson/Longman. ISBN 0-13-213286-9

Art Spiegelman, MAUS : A Survivor's Tale : My Father Bleeds History Vol I, Pantheon Books  
ISBN: 0-394-74723-2

Art Spiegelman, MAUS : A Survivor's Tale : Here My Troubles Began Vol II, Pantheon Books,  
ISBN: 0-679-72977-1

Emile Guillaumin, The Life of a Simple Man. University Press of New England; ISBN:  
0874512468

Erich Maria Remarque, All Quiet on the Western Front. Ballantine Books. ISBN: 0449213943

Mary Lynn Rampolla, A Pocket Guide to Writing in History. 5<sup>th</sup> edition. Bedford/St. Martin's.  
ISBN 0-312-40357-7

## Assignments and Grading

Requirements for this course include (detailed information below):

a)	discussion section	30% **
b)	midterm exam	20%
c)	4-page essay	20%
d)	<u>final exam</u>	<u>30%</u>
	Total	100%

**\*\*Note:** Your grade for your work in discussion section will be calculated as follows:  
attendance and participation = 15% and quizzes/writings = 15%.\*\*

Grades will be computed on the following standard scale:

A: 92.6% and above	B+: 87.6% to 89.5%	C+: 77.6% to 79.5%	D+: 67.6% to 69.5%
A-: 89.6% to 92.5%	B: 82.6% to 87.5%	C: 72.6% to 77.5%	D: 62% to 67.5%
	B-: 79.6% to 82.5%	C-: 69.6% to 72.5%	E: below 62%

### Three special comments:

- 1) Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.
- 2) In order to pass the course, you must pass the Final Exam with at least a 62.
- 3) The DSL and I reserve the right to consider improvement when determining final grades.

## I. Discussion Section

### A. Participation and Attendance

“Participation and attendance” are worth 15% of your final grade. You are required to attend each discussion section, participate actively, and come to section prepared to discuss your ideas about the readings and listen to those of your colleagues. Active section participation and informed discussion (in the form of questions and comments) necessitates that you have completed the reading assignment prior to section and have taken the time to think about what you have read. Be sure to bring a copy of the readings to each discussion section as you will refer to the readings regularly during discussion.

Your attendance at discussion sections is **mandatory**. If you are unable to attend section for a valid and verifiable reason, you **must contact** your discussion section leader **in advance** of the section you will miss.

“Unexcused absences:” As you have seen above, section attendance comprises part of your grade for this course. Any student who misses more than **one (1) section** without an appropriate excuse will have his/her grade for “attendance and participation” reduced by one full letter grade for each additional section meeting that s/he misses. What this means is that if you miss five or more sections during the semester without a valid excuse, you will automatically receive zero (0) out of 15% for your “attendance and participation.” A pattern of lateness will also result in a poor section participation grade.

## B. Map Assignments, Quizzes, and Other Short Writing Assignments

The “quizzes/writings” component of your discussion section grade (15% of your total grade) includes two map exercises (one take-home and one in-class), three in-class quizzes, and other short writing assignments.

- Quizzes: Each quiz will comprise 3-4 short questions based on the materials in the reading assignments and lectures. The three quizzes take place in section, the dates of which are noted on the syllabus below.
- Short Writing Assignments: There will be a small number of other short writing assignments, focusing on summarizing and evaluating readings assigned for section.
- Map assignments:
  - Map assignment #1: European towns and physical geography (take-home)
  - Map assignment #2: Contemporary Europe, political (in-class).
    - On take-home Map assignment #1, students will be able to use published atlases (the best option) and/or good web maps (I recommend maps from National Geographic, the CIA, and the UN). **On this take-home map assignment, students will be permitted a maximum of five mistakes. Those who submit work with more than five mistakes will be required to re-do the assignment until it is satisfactory. You will receive a 0 for the assignment if you do not re-do it satisfactorily.**
    - Map assignment #2: Students will be required to know the locations of the countries of Europe today. In class, they will be given a map of today's Europe with the borders marked and asked to fill in the names of the countries from a list provided. (usually approximately 30 countries)

## **II. Exams**

The midterm and final exams will be written in class (dates marked on the syllabus). The exams are closed book and will be composed of both short-answer and long-answer questions. Prior to the exam (on dates noted on the syllabus), we will hand out a list of study questions. The

questions that will appear on the exams will be selected from the list of study questions. Correct grammar and spelling and your writing style will be used to determine your grade in these exams.

As outlined in the "Tips and Guidelines" and Rampolla (pp. 38-68) make sure that each long answer has:

- 1) an introduction (with thesis statement),
- 2) body (in which you analyze and provide evidence for your overall argument, and in which each paragraph has a topic sentence), and
- 3) a conclusion.

Always be sure to explain why you think what you think, and to provide detailed evidence and examples from readings and lectures to support your arguments and assertions.

### III. Papers

You are required to write one four-page paper choosing from the two options listed below: **EITHER** The Life of a Simple Man **OR** All Quiet on the Western Front. (You will read **both** books for discussion section but will write only on one.) This assignment must be typed and double-spaced in 12-point font. Correct grammar and spelling and your writing style will be used to determine your grade.

Warning! We expect a great deal from this four-page paper. It is one of the tasks of this project to write clearly and concisely, saying a lot in a small amount of space. You will need to write and re-write these papers many times in order to fit an insightful, intelligent, and in-depth discussion into the space allotted.

As outlined in the "Tips and Guidelines" and Rampolla (pp. 43-68) make sure that your paper has:

- 1) an introduction (with thesis statement),
- 2) body (in which you analyze and provide evidence for your overall argument, and in which each paragraph has a topic sentence), and
- 3) a conclusion.

Always be sure to explain why you think what you think, and to provide detailed evidence and examples from readings and lectures to support your arguments and assertions.

Any time you refer to or quote from the book, you must reference the quotation or information by placing the page number in square brackets beside the quotation/information drawn from the text. [27].

If you wish, you may go to the library, look up reviews of the book in scholarly journals or trusted websites, and discuss them along with your own conclusions. **However, if you use other reviews or any other sources whatsoever (books, articles, websites, etc.) to help write your paper must indicate you this by including appropriate footnotes and appending a bibliography to your paper.**

\*\*\* See Rampolla and the Writing Tips and Guidelines handout for more details \*\*\*

**Option 1:**     *The Life of a Simple Man*

Europe in the nineteenth-century experienced extraordinary changes: industrialization, massive urbanization, the development of mass politics and democratic forms of government, the birth of new states and nations, the spread of literacy, new ways of thinking about the world, the formation of new social classes, and the expansion of European empires, to name but a few. In many respects, Europe was a drastically different place in 1900 than it was in 1800. Yet not everything in European life was so totally transformed. Despite rapid urbanization, the majority of Europeans remained rural inhabitants and peasant farmers. In *The Life of a Simple Man*, Emile Zola poignantly depicts the life of one French peasant, Tiennon. Zola wrote the book “to show the gents of Moulins, of Paris and elsewhere just what a sharecropper’s life is like.” In doing so, he shows us the tremendous difficulties of peasant life, the moments of happiness and shame, and Tiennon’s aspirations, hopes, and desires. It is a world at once familiar and unfamiliar to those of us living in 21<sup>st</sup>-century America.

In this paper, your task is to discuss the continuities and changes that Tiennon experienced during his life. What continuities and changes do you see in Tiennon’s life over the course of the nineteenth century? Why did the large and rapid transformations going on in Europe affect Tiennon and his family in certain aspects of life but not affect them in others? In what ways is the existence or non-existence of change in rural, peasant Europe important to the broader development of European history in the modern era?

In your answer, focus on two of the following four themes of the book:

1. Tiennon’s economic activities (how he made a living and fed himself and his family)
2. The relationship between Tiennon (and his family) and people of other social backgrounds (such as his landlords or the neighboring townspeople)
3. Tiennon’s interaction with state institutions (such as elections (once they began to be held), military service, railways, and education)
4. The religious and spiritual beliefs of Tiennon and his family.

**Option 2:**     *All Quiet on the Western Front*

Set in the midst of the horrors of World War I, this novel traces the experiences of Paul Bäumer and his close group of fellow soldiers in the German army as they struggled to survive and make sense of the war. World War I—the Great War, as it was then known—was one of the most important events of the twentieth century, severing Europeans from the comfort of the nineteenth century world and setting the stage for the brutality and extremes that would follow. *All Quiet on the Western Front* has long been considered one of the—if not *the*—most important



war novels of all time. Its honest, unromantic perspective on modern warfare was more or less unprecedented at the time of its publication.

In this paper, please explore answers to the following question. Based on *All Quiet*, in what ways did the experience of warfare change the young soldiers fighting in the Great War and how did they think and act differently as the war went on? In a concluding paragraph, analyze the ongoing legacy and influence of these changes on European society, culture, and politics in the decades that followed the Great War.

[Some suggestions for topics to examine in the paper include, but are not limited to: how the war changed their views on the nature and future of humanity, and their opinions on the meanings of life and death; how it affected their emotional and physical well-being; how it changed the relations between generations in Germany; how it affected their perspective on political authority; how it transformed the types and strength of bonds among the army men; how it affected their sense of nationalism (and their sense of who the enemy was and why they were fighting the war in the first place); how it altered their relations to their family and friends outside the trenches; and how it affected the interactions of people of different class backgrounds. These are a few possible topics to explore: you are not limited to those listed here, nor do you need necessarily to address all of them to have a successful paper.]

### **Grading Your Exams and Papers:**

Most of your grade in this course will be based on how well you communicate in writing what you have learned. You should refer to my handout, "Tips and Guidelines," and Rampolla, pp. 38-68. In addition, I furnish below brief descriptions of how you will earn your essay grades:

- "C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.
- "B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.
- "A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.
- As for "D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

### **Late Paper Assignments and Make-Up Exams**

Students must take the midterm and final exams at the scheduled times. Students will be allowed to take a make-up exam only for urgent reasons, such as medical or legal emergency. In such instances, students should, if possible, contact the instructor or DSL at least one day in

advance. The student will be expected to present written proof of the emergency, such as an official statement from the University Medical Center. Without a valid excuse, students may be permitted (at the discretion of the DSL) to take a make-up exam. However, their grade will be reduced by a full letter (e.g., an A will be dropped to a B) for each week that passes after the scheduled exam time.

Extensions for the paper are granted at the discretion of the DSL to those students presenting valid and verifiable excuses (again you will be expected to provide written documentation). Students who are unable to fulfill assignments as scheduled for family, religious, or medical reasons must contact their DSL before the due date of the assignment. Papers that are received late without just cause or without a previously approved excuse will be graded down by a full letter per day late.

The pressures of other course work, employment, and extra-curricular activities do not constitute valid excuses for late assignments. Note due dates on the syllabus and plan ahead. If your DSL is not available to approve excuses, leave a message on his/her e-mail or office voice mail (failing that, you may leave a message for the professor on his e-mail or voice mail). There is no provision in this course for additional papers for extra credit or to substitute for requirements.

### **Submission of Assignments**

All assignments are mandatory. If you do not submit one assignment, your final grade will be reduced by one full letter grade in addition to giving you zero for that assignment. If you do not submit two or more assignments, you will automatically fail the course.

### **Grade Reconsideration**

A student who wishes reconsideration of his/her grade on an examination or paper should resubmit the assignment in its entirety to their DSL. The exam/paper should be accompanied by a written exposition explaining why the grade is not an accurate appraisal of the work. Appeals must be initiated within ten days after the paper/exams were returned to the class. In reviewing a paper or exam on appeal, the DSL reserves the right either to raise, confirm, or lower the grade.

Students who have questions about their grades, or who wish grade reconsideration, must contact their DSL first before contacting the professor.

### **Plagiarism, Cheating, and Academic Misconduct**

Plagiarism, cheating, or other academic misconduct will not be tolerated and will be reported to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported

cases of student academic misconduct. Faculty Rules (3335-5-487) require that instructors report all instances of academic misconduct to the committee. Be forewarned that I will pursue cases of academic misconduct to the appropriate University committee. For additional information, see the Code of Student Conduct at [http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

Plagiarism is theft. Please read the attached definition of plagiarism (Appendix B from University Survey: A Guidebook and Readings for New Students). And see the web sites: <http://oaa.osu.edu/coamfaqs.html#fairuse> (and scroll down for discussion of plagiarism) and <http://oaa.osu.edu/coamtensuggestions.html>.

**\*\*\* If you do not understand what plagiarism entails as it is described in this excerpt from the student handbook and/or websites, you must see me before beginning any of these assignments. \*\*\***

## Appendix B:

# Plagiarism

The following statement is adapted from the definition of plagiarism as understood by the Department of English. This statement was developed to apply specifically to courses in first-year English composition; it is referred to widely in cases involving charges of plagiarism throughout the University. **Every student is responsible for reading and understanding this statement.**

Because the purpose of University writing assignments is to improve your ability to express yourself in writing, your themes and exercises must be your own work. To submit to your instructor a paper that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career.

Plagiarism can take several forms. The most obvious form is a word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own. Any such verbatim use of another's work must be acknowledged by (1) enclosing all such copied portions in quotation marks and by (2) giving the original source either in the body of your essay or in a footnote. As a general rule, you should make very little use of quoted matter in your themes, essays, or other written work.

A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrase is ever necessary, the source must be scrupulously indicated by footnotes.

Still another form of plagiarism is more difficult to define. It consists of writing a theme based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. If, for example, in writing a theme you reproduce the structure and progression of ideas in an essay you have read, or a speech you have heard, you are not engaging your own mind and experience enough to claim credit for writing your own composition.

How then, you may ask, can I be original? Am I to learn nothing from others? There are several answers to such questions.

Of course you have come to the University to learn, and this means acquiring ideas and exchanging opinions with others. But no idea is ever genuinely learned by copying it

down in the phrasing of somebody else. Only when you have thought through an idea in terms of your own experience can you be said to have learned; and when you have done that, you can develop it on paper as the product of your own mind. It is your mind we are trying to train and evaluate. When, therefore, you are given a writing assignment, do not merely consult books or articles or friends' themes in search of something to say. If an assignment baffles you, discuss it with your instructor. And if you are directed to use printed sources, in English or in other courses, consult your instructor about how to proceed. There is an art to taking notes for research; careless notetaking can lead to plagiarism.

Why be so concerned about plagiarism? Because it defeats the ends of education. If a student were given credit for work that is not his or her own, then those course grades would be meaningless.

That student's college degree would become a mere sheet of paper and the integrity of the University would be undermined. To protect the conscientious student, therefore, and to guarantee the quality of an Ohio State education, the University assesses heavy penalties against those who plagiarize. By Faculty Rules, penalties for plagiarism range from an "E" grade in the course to dismissal from the University. If these penalties seem severe, remember that your integrity and the integrity of the University itself are at stake.

Finally, the University cannot prevent a student from plagiarizing, but it can make sure that every student knows what plagiarism is, what the penalties for it are, and in what jeopardy it places his or her future career. Hence this statement. Read it carefully. If you do not understand it fully, consult your instructor. **AND IF YOU HAVE ANY DOUBTS ABOUT THE ORIGINALITY OF A PAPER YOU HAVE WRITTEN, SEE YOUR INSTRUCTOR BEFORE YOU TURN IT IN.**

## Lecture Topics and Reading Assignments

**Note:** Topics and reading assignments for lecture are typed in regular font style. *Discussion section topics and reading assignments are typed in italics.* In all cases, the assigned reading should be completed before attending lecture or discussion section. *Be sure to bring a copy of the readings to each section as you will refer to the readings regularly during discussion.*

### **Week 1                      Introducing Modern Europe**

August 23                      Introduction: Europe, Peoples and Places

*August 22 & 24                      Introduction to the Course and the Study of History*

Readings:      *Rampolla*, pp. 1-24

*Levack et al.*, 2-9

### **Week 2                      Setting the Stage: Europe before the Dual Revolutions**

August 28                      Europe before the Dual Revolutions: Politics and Intellectual Thought.  
    Reading: Levack et al., *Skim:* pp. 492-551, 596-617.

August 30                      Europe before the Dual Revolutions: Society, Economy, and Global  
    Contacts  
    Reading: Levack et al., *Skim:* pp. 456-491, 552-595.

*August 29 & 31                      Readings: "Enlightenment" and "Life of the Majority" [CARMEN]*

**\*\*\* Map Quiz #1 handed out in Section \*\*\***

### **Week 3                      The Great Transformation**

September 4                      The Agricultural Revolution and the Beginnings of Industrialization  
    Reading: Levack et al., pp. 654-683 [for Sept 4 and Sept 6].

September 6                      Industrial Revolutions: Water, Steam, and the Factory System  
    Reading: See Reading for Sept 4.

*September 5 & 7                      Readings: "Labor Old and New: The Impact of the Industrial  
    Revolution" [CARMEN]*

**\*\*\* Map Quiz #1 due in Section \*\*\***

## Week 4 Europe at a Political Watershed

September 11      Power to the “People:” Revolution in France  
                                  Reading: Levack et al., pp. 618-638 [for Sept 11 and Sept 13].

September 13      The French Revolution, Part II: The Terror to Napoleon  
Reading: See Reading for Sept 13

*September 12 & 14 Readings: "The French Revolution and Human Rights" [CARMEN]*

\*\*\* Quiz #1 in Section \*\*\*

**Week 5                      Revolution, Reaction, Reform**

September 18      Napoleon and the Transformation of Europe  
Reading: Levack et al., pp. 638-653.

**\*\*\* Review Questions for Midterm Exam Handed Out in Lecture \*\*\***

**September 20**      Politics in a New Key: Conservatism and Liberalism from Napoleon to  
the 1848 Revolutions  
**Reading:** Levack et al., pp. 684-707.

*September 19 & 21 Readings: "Conservatism, Liberalism, and Socialism" [CARMEN]*

## Week 6                      The Great Transformation, Part II

September 25      **Midterm Exam (in class) \*\*\*\***

September 27      The Second Industrial Revolution, Urbanization, and Social Change  
Reading: Levack et al., pp. 720-725.

September 26 & 28 Readings: *"The Changing Nature of Urban Europe: Vienna and Paris, 1850-1930"* [CARMEN]

## **Week 7                      Mass Politics and the Rise of Nations**

October 2                      "Nothing to Lose But Their Chains": Mass Politics, Socialism, the New Conservatism, and the Women's Suffrage Movement

Reading: Levack et al., pp. 735-749.

October 4                      Constructing New States, Forging New Identities: Nationalism, Nation-States, and Nation-Building

Reading: Levack et al., pp. 708-717, 725-735.

October 3 & 5                      *Reading: Emile Guillaumin, Life of a Simple Man [Book]*

## **Week 8                      Empires and the Coming of the Great War**

October 9                      The New Imperialism: The Race for Empire, the Culture of Empire

Reading: Levack et al., pp. 750-756, 765-782.

October 11                      European Diplomacy and the Origins of World War I

Reading: Levack et al., pp. 784-792.

**\*\*\*\* Papers for The Life of a Simple Man due in Lecture \*\*\*\***

October 10 & 12                      *Readings: "Imperialism and Power" [CARMEN]*

**\*\*\* Quiz #2 in Section \*\*\***

## **Week 9                      War and Revolution**

October 16                      Scorched Earth: The Experiences of World War I

Reading: Levack et al., pp. 792-807.

October 18                      "Peace, Land, and Bread": Russia's Revolutions

Reading: Levack et al., pp. 807-813.

October 17 & 19                      *Reading: Erich Maria Remarque, All Quiet on the Western Front [Book]*

## **Week 10                      Europe Between the Wars: a Continent in Flux**

October 23                      The Roaring Twenties and the Search for Stability  
    Reading: Levack et al., pp. 813-833.

October 25                      Economic Crises and the Instability of Europe

\*\*\*\* *Papers for All Quiet on the Western Front due in Lecture* \*\*\*\*

October 24 & 26              *Reading: "Modernism," Levack, pp. 757-765, and the section on Picasso on pp. 758-769, and painting by Gauguin on p. 751. We will view and discuss these and other images in class.*

## **Week 11                      The Age of Extremes**

October 30                      The Rise of Fascism and Nazism  
    Reading: Levack et al., pp. 825-839.

November 1                    "Total" and "Racial": Nazism in Practice  
    Reading: Begin reading *MAUS* vols. I and II for Nov 7 & 9

Oct 31 & Nov 2              *Readings: "Fascism and Nazism" [CARMEN]*

## **Week 12                      A World at War**

November 6                    "Socialism in One Country": The Soviet Union in the 1920s and 1930s  
    Reading: Levack et al., pp. 824-825, 839-844

November 8                    World War II  
    Reading: Levack et al., pp. 856-877

November 7 & 9              *Reading: "An American in Stalin's Soviet Union" [CARMEN]*

\*\*\* *Quiz #3 in Section* \*\*\*

## **Week 13                      From Genocide to Cold War**

November 13                    The Holocaust  
    Reading: Levack et al., pp. 877-889



November 15 Europe Divided. The Origins of the Cold War  
Reading: Levack et al., pp. 890-900

*November 14 & 16 Readings: MAUS vols. I and II [Books]*

## Week 14      Towards a United Europe

November 20      Western Europe After World War II  
Reading: Levack et al., pp. 915-934, 949-951

*November 21-23      No Classes: Thanksgiving*

**Week 15**      **Europe and the World; the Path of Eastern Europe**

November 27 Eastern Europe After World War II  
Reading: Levack et al., pp. 911-915

November 29      Decolonization  
Reading: Levack et al., pp. 900-911

**\*\*\* Final Exam Review Questions Handed Out in Lecture \*\*\***

*November 28 & 30 Readings: "The Perils of Prosperity: The Unrest of Youth in the 1960s"*  
[CARMEN]

**\*\*\* Map Quiz #2 in Section \*\*\***

**Week 16                      A New Europe**

December 4      The Collapse of Communism  
Reading: Levack et al., pp. 934-949

**Final Exam:** Tuesday, December 11, 12:00-1:45 PM, in class.

