

HISTORY 2204: MODERN EUROPEAN HISTORY

Tuesday/Thursday 3:55pm-5:15pm

Cockins Hall 0218

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Office Hours: Tuesday/Thursday 2-3 or by appointment

Course Description and Goals

This course offers a survey of the history of modern Europe from the beginning of the French Revolution to the present day. While providing a general narrative of this place and time, it will focus primarily on transformations in political culture during the late eighteenth, nineteenth, and twentieth centuries, paying particular attention to three forces that shaped this period of European history: liberalism, nationalism and militarism. These transformations include the rise of modern democracies, the collapse of European monarchies, the growth of nationalism, the advent of socialism, the outbreak of revolutionary movements, the devastation of the World Wars, the divisions of Cold War Europe, and the innovations of the post-Cold-War period.

This class will regularly feature both lectures and in-class discussions. Discussions will entail explorations of the assigned readings, small group work, and occasional exercises in the skills of history. Lectures will complement the readings, providing them with context and situating them within the grand narrative of modern European history. By the end of the course students will be to combine what they have learned from the readings and the lectures into a deeper understanding of the history of modern Europe as a whole.

There is no assigned textbook for this course. Instead I have selected a series of monographs that provide case studies of particularly interesting moments in modern European history. Reading these will allow us to examine these moments in greater depth and sophistication. I have also placed a number of primary source documents on Carmen.

Objectives and goals of this course include the following:

- To help students acquire a perspective on history and an understanding of the factors that shape human activity
- To have students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding
- To give students a firm understanding of the difference between primary and secondary sources and of the manner in which each type of source is employed in the analysis of past events
- To allow students to develop the skills to read critically and make a historical argument using evidence selected from historical texts
- To help students recognize how past events are studied and how they influence today's society and the human condition

By the end of the course, students are expected to have developed the following learning outcomes:

- To construct an integrated perspective on history and the factors that shape human activity
- To describe and analyze the origins and nature of contemporary issues
- To speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts

Required Readings

Hunt, Lynn. *Inventing Human Rights: A History*. New York: W.W. Norton & Co., 2008.

~~Sperber, Jonathan. *The European Revolutions, 1848-1851*. 2nd ed. Cambridge: Cambridge University Press, 2005.~~

Eksteins, Modris. *The Rites of Spring: The Great War and the Birth of the Modern Age*. Boston: Houghton Mifflin Co., 1989.

Browning, Christopher R. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Penguin, 2001.

Ash, Timothy Garton. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. New York: Random House, 1990.

Recommended Textbook

If you have no background in modern European history, you might also wish to consult Lynn Hunt, ed. *The Making of the West: Peoples and Cultures: A Concise History, Volume II: Since 1500* (4rd ed.) for background/contextual readings, but it is not considered required reading. I have placed a copy on reserve at Thompson library.

Course Assignments & Requirements

Students must complete the following assignments in order to receive a final grade in the course:

- **Midterm/Final Examination (30% ea.):** The in-class exams will expect a deeper knowledge than simply regurgitating facts, and will ask you to think critically and craft convincing arguments about the course of European history. The exams will consist of two sections: Identifications in which you will define in detail and explain the significance of individuals, ideas or events and an essay in which you will be asked to respond to a prompt about a major theme in the course material based on a mastery of both the lectures and the course readings. The midterm exam will focus on the "long 19th century" and the final exam will focus on the 20th century.
- **Book Review Essay (20%):** Students will be asked to write a short (4 pages typed, double-spaced, 1" margins) review essay on ONE of the monographs assigned for the course. Note that a book review is not a "book report" that simply summarizes the contents of the book, but rather provides a critical analysis of the book's argument, as well as the strengths and weaknesses of the work. NOTE: The deadline for the essay is flexible (see below). Students will have their choice of which book they wish to review, and the deadline for the essay will be the day which we discuss that book in class. For this reason, late papers WILL NOT be accepted.
- **Participation (20%):** Participation makes up a large portion of the final grade and is taken very seriously. Students should demonstrate that they are engaged with the course by attending all sessions and adding thoughtfully to discussions. Pop reading quizzes may be given if students do not appear to have engaged with the material, which will count towards participation.

Course Policies & Procedures

On Attendance: I expect you to be on time and actively engaged in class every time we meet. You will arrive on time and stay for the entire class, be prepared to actively participate in class discussions, and pay careful attention to class lectures. To this end, all assigned readings will be completed BEFORE the class lecture for which they are assigned.

On Course Notes: I DO NOT post my lecture notes to Carmen. If a student does miss a class, it is his/her responsibility to obtain notes from the lecture from another student in the class and *not* the instructor. Students will be responsible for all material that they miss, even for illness.

On Email: Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally. E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. *When you e-mail, please be sure to put the course # (History 2204) in the subject line and to sign your name.*

On Make-Up Assignments: Students will be allowed to take make-up examinations only with acceptable, documented excuses. Acceptable excuses include: serious illness, unavoidable family obligations, mandatory university-orchestrated events, court appearances, or incarceration by public authorities. In accordance with departmental policy, the student must present documentation of the reason he/she had to miss the scheduled exam, and documentation must be given to the instructor no more than a week after the scheduled assignment. Students should try to contact the instructor beforehand, if at all possible.

On Technology: Computers can be wonderful tools to students, therefore you are welcome to use their laptops to take notes. Students found surfing the web, IMing friends or playing on Facebook will be asked to turn off their computers. You will not need any further technology in this course, so please turn off cellphones/iPods/MP3 players/beepers/pagers/etc. at the beginning of class.

Academic Misconduct

CHEATING AND PLAGIARISM WILL NOT BE TOLERATED IN THIS COURSE.

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. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Please note that ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

Keep in mind: The instructor will pursue any cases of suspected plagiarism and will report any academic misconduct to the Committee on Academic Misconduct. Any student suspected of plagiarism may be asked to present his or her notes and rough drafts to demonstrate that the paper in question is the student's original work. If a student has any questions at all about what constitutes plagiarism or about the consequences of academic misconduct, he/she should please come and talk to the instructor before he/she completes the assignment in question.

Other Provisos & Disclaimers

Enrollment: All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the 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 Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

Reserve Clause: The instructor reserves the right to make changes in the syllabus when necessary to meet the learning outcome objectives, to compensate for missed classes or schedule changes, or for similar legitimate reasons. Students will be notified of any such changes to the syllabus in adequate time to adjust to those changes.

Schedule of Lectures and Assignments

NB: Readings are listed on the days that they are DUE.

Week 1

Thursday, August 28: Syllabus, Introduction to the Course

Week 2

Tuesday, September 2: Background: A Brief Survey of Early Modern Europe

Thursday, September 4: Background: A Brief Survey of Early Modern Europe, continued

Week 3

Tuesday, September 9: Absolutism vs. Constitutionalism: France and England in the 18th Century

Thursday September 11: The Enlightenment(s) and the Origins of the French Revolution

Week 4

Tuesday, September 16: The (First) French Revolution

Thursday, September 18: Discussion of *Inventing Human Rights: A History*
Hunt Book Review Due

Week 5

Tuesday, September 23: Napoleonic Europe

Thursday, September 25: The Congress of Vienna and Restoration Europe, 1815-1830

Week 6

Tuesday, September 30: The Industrial Revolution

Thursday, October 2: The Roots of Mass Politics: Liberalism, Socialism, and Nationalism

Week 7

Tuesday, October 7: The Revolutions of 1848; Discussion of *The European Revolutions, 1848-1851*
Sperber Book Review Due

Thursday, October 9: Nationalism and New Nation-states: The Unification of Italy and Germany;
"New Imperialism"

Week 8

Tuesday, October 14: Europe at the *Fin-de-Siècle*

Thursday, October 16: **Midterm Exam**

Week 9

Tuesday, October 21: (Origins of) World War I

Thursday, October 23: World War I, continued

Week 10

Tuesday, October 28: Russia in War and Revolution, 1914-1928

Thursday, October 30: Interwar Instability and the Rise of Fascism

Week 11

Tuesday, November 4: Interwar Instability and the Rise of Fascism, continued; Discussion of *The Rites of Spring: The Great War and the Birth of the Modern Age*
Eksteins Book Review Due

Thursday, November 6: World War II

Week 12

Tuesday, November 11: **No class—Veterans Day observed**

Thursday, November 13: ~~The Holocaust; Discussion of *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland.*~~

Browning Book Review Due

Week 13

Tuesday, November 18: Postwar Recovery/The Early Cold War

Thursday, November 20: Film: *Dr. Strangelove*

Week 14

Tuesday, November 25: Discussion of the Film; Europe Divided—Politics, Society and Culture during the Cold War

Thursday, November 27: **No class—Thanksgiving!**

Week 15

Tuesday, December 2: 1989: "The End of History"?; Discussion of *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*

Ash Book Review Due

Thursday, December 4: Contemporary Europe (since 1991)

Week 16

Tuesday, December 9: *Optional Review Session*

Final Examination: Friday, December 12 6:00 – 7:45 pm