HIS 202. The “Making” of Modern Europe

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I do not reply to e-mails after 6pm very quickly, and will potentially not read Friday messages received after 5pm until Monday morning. Please make sure to let me know in good time if you need help.

Class meets at: Bowden 116, TuTh, 4:00-5:15pm
Office Hours: Bowden 125, Tu 5:20-7:00pm

Class target size: 35

Course Description
What is Europe? What is “Modernity”? This course will give you an overview of European History from 1750 to the present day through primary and secondary sources, but throughout pose knowledge-questions to familiarize you with historical debates on where the limits of Europe have been drawn over time, how Europe has written itself, and been characterized by others. The Enlightenment, the Nineteenth-Century Revolutions, and its “Isms” will be prominent topics throughout, however, we will also consider identity, knowledge, religion, and how change can be possible, positive, and long-lasting in various historical contexts. We will also explore disasters and potential “modernities gone wrong”: two World Wars, Fascism, Genocide(s), and the Cold War in a divided Europe. We will emphasize historical method, read primary and secondary sources, and in dialogic lectures discuss the debates regarding the European past tied up in questions of knowledge, philosophy, and politics up until the present day. In the end, you may be equipped with tools and ways of thinking applicable to contemporary politics, skills appropriate for a major in the humanities or social sciences, and critical ideas regarding history, Europe, and knowledge itself.

Aims and Objectives
This course will familiarize you with European historical developments through a survey of thematic and theoretically informed topics through the eyes of historians. The aim is to equip you with some intellectual independence by drawing your attention to the nature of knowledge. This may give you the power to critically analyze any dominant discourse. The goal is for you to gain historicist skills and perspective on current political ideas, as well as to make you aware of the uses and abuses of history. This involves understanding the nature of knowledge more largely, and the construction of historical ideas more specifically.

Expected Learning Outcomes
You may develop reading, writing, and presentation skills through practice and become familiar with the challenge to compare different and sometimes mutually exclusive historical approaches and accounts of the past. You can learn to evaluate your own position in history, and draw on multiple perspectives to assess the options available for intercultural exchange and understanding with European cultures. You should of course also gain understanding of contemporary European history with awareness of historical debates and learn to be aware of the use of evidence for the
construction of historical arguments. You will have the change specialize on topics or documents of choice in your mid-term and final paper. Your final paper in particular, will study a particular aspect of European history in greater detail, perhaps from a historiographical point of view, which can serve to lay the groundwork for any further education in History you might want to pursue in future.

**Style of Teaching**
The teaching style of this course will consist of short presentations, dialogue, team-work, some class-exercises, quizzes, written assignments, and previously prepared readings you have prepared at home. Our class meets twice a week for 75 minutes. As a rule of thumb, come to class prepared to share three ideas you have picked up from the readings.

Key to this course is not the recall of factual information. The emphasis will be on understanding, research and analytic skills, and the creative and resourceful use of information. I encourage you to maintain a larger picture in mind and think about the implication of what you have read for the larger stories with which we approach reality, and use the course for the development of your own personal, philosophic, historical, and political ideals. “Understanding” is the golden rule of this class: the understanding of your peers, of your own ideas, the ideas of historians, historical actors, and historical situations. Respect for each other is crucial for this.

**Honor Code**
All students of Emory University must know and adhere to the academic integrity policy, the “Honor Code.” Plagiarism is an important academic offense; using another’s ideas or words without appropriate referencing is plagiarism. This includes any texts we might have read in class, using its wording, ideas, etc. Inadequate referencing counts as plagiarism. If you plagiarize any part of your paper, it will be forwarded to the Honor Council, where the case will be judged by your peers. Possible results include expulsion from Emory.

The Honor Code is located at: [http://catalog.college.emory.edu/academic/policy/honor_code.html](http://catalog.college.emory.edu/academic/policy/honor_code.html)

On how to cite your sources, see: [http://guides.main.library.emory.edu/citing_your_sources](http://guides.main.library.emory.edu/citing_your_sources)

**Access**
This module is an option available across all undergraduate year-groups. It requires little prior knowledge of European history, but much critical awareness and reflexivity. The knowledge aims of the course make the course appropriate for those pursuing their liberal arts education, and the epistemological tools required for being a critical and independent thinker, as well as citizen, and member of humanity. The nature of discussion and knowledge gained concerning the functioning of history as an academic discipline also makes this course appropriate for students considering or pursuing a major in History.
Course Materials

Aside from the following five texts, all course materials will be available through Reserves Direct or on the course Blackboard site, unless they are journal articles that you can easily gain access to through the library website.

Hard copies of the following texts will be on reserve in the library, but should be purchased:

Required Purchase:


Detailed Syllabus

1. The Ancien Régime and the Enlightenment

January 12th, T: Europe from 500 to 1750

(No required readings)

Optional:
Cole et al. Western Civilizations, Ch. 7-12, From Rome to the Renaissance
Williams, Keywords: City, History.
Factsheet 0. The Rise and Fall of Feudalism (Blackboard)

January 14th, Th: Modernity

Williams, Keywords, Western, Civilization, Culture, Science, Humanity, Theory, Modern.


Optional:

2. The Enlightenment and the French Revolution

January 19th, T: Absolutism


Factsheet 4: Key European/World Wars, 1337-1763. (Blackboard)

Williams, Keywords, Bureaucracy, Peasant, Religion, Medieval, Myth, Charity.

Optional
Bishop Jacques Bossuet: Political Treatise on Kingship
https://history.hanover.edu/texts/bossuet.html

January 21st, Th: On Sovereignty and Reconfiguring Reality
Cole et al. *Western Civilizations*, Ch. 17 and 18, “The Enlightenment” and “The French Revolution” (latter optional)

Factsheets 5 and 6: The French Revolution (1 and 2) (Blackboard)


I Kant, *Was ist Aufklärung?* - ‘What is Enlightenment?’

*Declaration of the Rights of Man and Citizen*, 26 August 1789.

Olympe de Gouges, *Declaration of the Rights of Women*.

Optional
Cole et al. *Western Civilizations*, Ch. 16.


3. Religion and Secularization

January 26th, T: On the Object and the Objective. Establishing a New Reality


Factsheets 1 and 2: The Reformation and ‘Religious Wars’ (Blackboard)

Williams, *Keywords*, Romanticism, Subjective, Aesthetic, Art, Idealism, Sensibility, Taste.

Optional
Keywords: Nature, Ecology, Evolution.


January 28th, Th: What is Secularization?


Voltaire, *Candide and Related Texts*, David Wootton, trans. Indianapolis, Ind.: Hackett, 2000, selections. (Online)

*Optional*


4. The Industrial Revolution

February 1st, T: Industriousness, Cotton, and Luxury

Cole et al. *Western Civilizations*, Ch. 19. On Industrialization


*Optional*


Engels’ description of factory conditions, 1844


February 4th, Th: “Class”


- Preface to *Critique of Political Economy* (1859)
- Introduction to *The Grundrisse*
• *Manifesto of the Communist Part* (Marx and Engels), Parts I and II.

• *The Eighteenth Brumaire of Louis Bonaparte*

Optional


5. Liberalism, Nationalism, Revolution, Unification?

February 9th, T: Liberal Nationalism and the Revolutions of 1848

Williams, *Keywords*: Collective, Community, Country, Isms, Folk, Liberal, Reform.

Cole et al. *Western Civilizations*, Ch. 20 and 21 “From Restoration to Revolution,” “What is a Nation?”


Optional:


February 11th, Th: Liberalisms’ death (?) and the Unifications of Germany and Italy

Williams, *Keywords*: Tradition, Regional, Representative, Reactionary, Ethnic, Racial, Hegemony, Imperialism, Native, Anthropology.
Uday Singh Mehta, *Liberalism and Empire: A Study in Nineteenth-Century British Liberal Thought* (Chicago: University of Chicago Press, 1999), ch. 2: 'Strategies: Liberal Conventions and Imperial Exclusions'.


**Optional**
Maps of Germany (Lecture PPT)

6. The Fin de Siècle, and The Challenge to Positivism

February 16th, T: Vienna, and the Birth of Modernity

Williams, *Keywords*: Criticism, Structural, Individual, Alienation, Masses, Unconscious, Popular, Positivist, Sociology, Sex, Psychological.


**Optional**
The Dreifyfuss affair
The Trial of Madame Caillaux

February 18th, Th: Modern Art, Ontology and Subjectivity: the Many Modernities in Europe since the Renaissance

No required readings: Handing out of Mid-Term Paper topics and Presentation Guidelines. Use this time well!

**Optional**
Calderon de la Barca, *La Vida es Sueño*
Beiser, Romanticism
Goya, *Oeuvre*
Caspar David Friedrich, *Oeuvre*
Foucault and the Generation 1968

7. World War I and the Russian Revolution

February 23rd, T: The Great War and Modern Memory

Williams, Keywords: Welfare

Cole et al. Western Civilizations, Ch. 24. “The First World War”

https://www.youtube.com/watch?v=kCEUZ4rFiac.

Optional
Wilfred Owen, Dulce et Decorum est, http://www.warpoetry.co.uk/owen1.html

First Essay due: Topics 2-5

February 25th, Th: The Russian Revolution

Keywords: Communism, Wealth, Unemployment, Underprivileged, Socialist.

Optional

8. Mid-Terms
March 1st, T: Mid-Term Team Presentations

See handout

March 3rd, Th: Extra-credit quiz

To be explained in class.

Spring Break
9. Interwar Europe and the Second World War

March 15th, T: Weimar Germany

Cole et al. *Western Civilizations*, Ch. 25. “Turmoil between the Wars”


March 17th, Th: The Second World War


Williams, *Keywords*: Violence


10. Fascism and World War II

March 22nd, T: Comparative Fascism Studies


Optional

B. Mussolini, 'Doctrine of Fascism' in *Fascism: Doctrine and Institutions*, Intro.
A. Hitler, 'Weltanschauung and Party', *Mein Kampf*, vol. 2, ch. 1

March 24th, Th: The Shoah


Snyder, Timothy, *Bloodlands: Europe Between Hitler and Stalin*, Preface, Conclusion and Abstract, vii-xix, 379-408, and 415-17. (also online on ACLS)

**Optional**


11. The Holocaust

**March 29th, T: A Jewish disaster or a Crime against Humanity?**


UN definition of “Genocide.” (Blackboard)

Extended Holocaust Bibliography (Blackboard)

**Optional**

Lemkin, Axis Rule in Occupied Europe 1944, ix. 79.


Moses, Dirk. “Coming to Terms with the past in Comparative Perspective: Germany and Australia.” *Aboriginal History* 25 (2001): 91-115.

March 31st, Th: Film Screening: Hannah Arendt, by Von Trotta. Attendance and write up: 1% on how what we have read and discussed is reflected in the film. Does the film lack anything? Is Arendt portrayed as a hero, a victim, or neither?


12. The Cold War and a Divided Europe

April 5th, T: The Cold War, Soviet Russia, and Socialism in Politics and Scholarly Debate

Cole et al. Western Civilizations, Ch. 27 and 28. “The Cold War World,” and “Red Flags and Velvet Revolutions.”


Optional
Gramsci, Prison Notebooks
Intellectual development since 1960s.
Bourdieu, Oeuvre
George Orwell
Norman Naimark, various
Kotkin, Magnetic Mountain

April 7th, Th: Group Projects and Presentations: Preparation Day

Topics:
1) Modern Protest and the Politics of the Margins
2) Race, Colonialism, Post-colonialism
3) Sex, Gender, Sexuality


April 12th, T: Group Presentations

(See handout)

April 14th, Th: Ending the Cold War
Cole et al. *Western Civilizations*, Ch. 29 “A World without Walls.”

**Discussion of Final Papers**

*Optional*


**14. Contemporary Europe: Post-Colonialism, Postmodernity, and the European Union**

**April 19th, T: Globalization, and Provincializing Europe**


Nobel Prize for Peace 2012: European Union.


*Class discussion: What is Europe? Does it still make sense to study localized histories?*

*Optional*


Chakrabarty, *Provincialization of Europe*

Spivak, *Can the Subaltern Speak?*

Maxine Berg on *Global History*


**April 21st, Th: Coda and Course Evaluations**


Class Discussion: How do historians write history? How do we “make” knowledge? What is modernity? How did people “make” contemporary Europe? Have we ever been modern?

One Week Break

Final Papers due, TBA.
Course Requirements and Grading

Grading

Your Final Grade is composed of:
20% Attendance and class participation
20% Mid-Term Paper
15% Mid-Term Presentation
15% Group “Categories” Presentation
30% Final Paper
Up to 3% extra-credit (2% Extra-Credit Quiz, 1% Film Screening and Response paper)

Attendance and class participation
Given the weighting of this category, high number of absences will inhibit your ability to gain an “A”. Active participation is crucial for this class.

Mid-Term Paper
This essay will be a choice of a historical essay based on the extended readings you met in class, or a Research Paper on historical skills.

Mid-Term Presentation
In groups of 5-7 you will research historical sites in Europe, and present on them in class. The grade (per team) will be composed of the presentation itself, and a bibliographic write-up of your sources.

Group “Categories” Presentation
Based on extended readings, you will present historiographical readings in groups of five, with an eye on how historical knowledge informs us or can help us today. Why study history?

Final Paper
You will choose between a historical paper based on extended weekly readings, and a methodology research paper on topics we have not discussed before.

Extra Credit Exercises
There will be one film-screening, including a write-up, and an extra-credit quiz.

For all exercises, hand-outs with all details will be passed out closer to time.
Submission Guidelines

Document format
All papers are to be submitted in electronic office word format via Blackboard.

Give your document a title in the following format:

“HIS202-000_InitialsLastname:Paperdesignator_Optionandsuboption”

e.g. HIS202-000_FRSmith:Midterm_Option1.2.

Papers will be typed, double-spaced, in Times New Roman point 12, and include page-numbers. On the upper right-hand corner of the first page include your Emory ID# in the header.

Referencing
Use footnotes, not in-text references and not endnotes. All sources used must be cited, and all papers must include a bibliography. See also “HIS 202-000 Handout 1 of 3: How to write a History Essay.”

Word-limit
You may digress by 10% above or below the specified word-limit. Include a word count in your document labeled as such.

Lateness Policy
The electronic copies are due at noon on the date due. Late papers lose a third of a grade-mark in 24 hours. E.g. therefore an “A” paper turned in 72 hours late is a “B”.
## Marking Scale

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<th>Points</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100-93</td>
<td>A</td>
<td>Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, structure, accuracy, relevance, and presentation.</td>
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<tr>
<td>92-90</td>
<td>A-</td>
<td>Very high quality work demonstrating excellent knowledge and understanding, analysis, structure, accuracy, relevance, and presentation.</td>
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<tr>
<td>89-86</td>
<td>B+</td>
<td>Good quality work demonstrating good knowledge and understanding, analysis, structure, accuracy, relevance, and presentation.</td>
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<tr>
<td>85-83</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
<td>Competent work, demonstrating reasonable knowledge and understanding, some analysis, structure, accuracy, relevance, and presentation.</td>
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<tr>
<td>79-76</td>
<td>C+</td>
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<td>75-73</td>
<td>C</td>
<td>Work of limited quality, demonstrating some relevant knowledge and understanding.</td>
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<tr>
<td>72-70</td>
<td>C-</td>
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<tr>
<td>69-65</td>
<td>D</td>
<td>Poor quality work well below the standards required for the course.</td>
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<tr>
<td>64 or below</td>
<td>F</td>
<td>Work of no merit OR Absent, work not submitted, penalty in some misconduct cases.</td>
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