

## **HIS 202. The “Making” of Modern Europe**

**Professor:** Claudia Kreklau

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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 chance to 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 the 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 and 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:

Joshua Cole, and Judith G. Coffin. *Western Civilizations : Their History & Their Culture*. 3rd brief edition. New York: WWNorton & Co, 2012. **ISBN:** 978-0393934892

<http://books.wwnorton.com/books/webad.aspx?id=23400>

Jones, Colin. *The Great Nation: France from Louis XV to Napoleon*. London: Penguin Books, 2003. **ISBN:** 978-0140130935

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press, 1985. Selections. **ISBN:** 978-0195204698

Gross, Jan Tomasz. *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*. Princeton, NJ: Princeton University Press, 2001. **ISBN:** 978-0142002407

Frantz Fanon, and Jean-Paul Sartre. *The Wretched of the Earth*. New York: Grove Press, 1963. **ISBN:** 978-0802141323

## Detailed Syllabus

### **1. The Ancien Régime and the Enlightenment**

January 12<sup>th</sup>, 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 14<sup>th</sup>, Th: Modernity

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

“Unwitting Testimony” in Marwick, Arthur. *The New Nature of History: Knowledge, Evidence, Language*. Lyceum Books, 2001, 172-9. (Blackboard)

*Optional:*

Foucault, Michel, *Discipline and Punish: The Birth of the Prison*, (New York: Vintage Books, 1995). Introduction.

Latour, Bruno. *We Have Never Been Modern*. Cambridge, Mass.: Harvard University Press, 1993.

Iarocci, Michael P. *Properties of Modernity: Romantic Spain, Modern Europe, and the Legacies of Empire*. Vanderbilt University Press, 2006.

Wolff, Larry. *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*. Stanford University Press, 1994.

### **2. The Enlightenment and the French Revolution**

January 19<sup>th</sup>, T: Absolutism

Cole et al. *Western Civilizations*, Ch. 14-15. Sovereignty and 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>

Letter of the Duchess of Orleans, <http://legacy.fordham.edu/Halsall/mod/1704duchess.asp>

J. J. Rousseau, ‘[The Social Contract](#)’.

Elias, Norbert. *The Civilizing Process: Sociogenetic and Psychogenetic Investigations*. Revised edition. Oxford ; Malden, Mass: Blackwell Publishing, 2000.

January 21<sup>st</sup>, 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)

Williams, *Keywords*: Democracy, Man, Development, Dialectic, Society, Equality, Rational, Revolution.

C. Jones, *The Great Nation: France from Louis XV to Napoleon* (2002), ch. 5, 8-11.

J. J. Rousseau, ‘[The Social Contract](#)’.

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.

George M. Logan, “Introduction,” George M. Logan, Robert M. Adams, and Clarence H. Miller (eds) Thomas More, *Utopia*, (Cambridge, 1995), and E. Nelson, “Greek Nonsense in More’s Utopia”, *Historical Journal*, 44 (2001), 889-917.

Darnton, Robert. “Philosophers Trim The Tree of Knowledge: The Epistemological Strategy of the Encyclopédie.” In Robert Darnton. *The Great Cat Massacre: And Other Episodes in French Cultural History*. New York: Basic Books, 2009, 191-256.

Wahrman, Dror. *The Making of the Modern Self: Identity and Culture in Eighteenth-Century England*. New Haven, Conn.; London: Yale University Press, 2006.

Lynn Hunt, “The Band of Brothers,” in *The Family Romance of the French Revolution*. Berkeley: University of California Press, 1993, 53-88.

### 3. Religion and Secularization

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

Cole et al. *Western Civilizations*, Ch. 13-14.

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

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

*Optional*

Keywords: Nature, Ecology, Evolution.

Schelling, Friedrich. “Deduction of a Universal Organ of Philosophy, or: Essentials of the Philosophy of Art according to the Principles of Transcendental Idealism.” From *System of Transcendental Idealism*. Trans. Peter Heath. Charlottesville: University Press of Virginia, 2001. 219–36.

Schelling, Friedrich. “On the Relationship of the Plastic Arts to Nature.” Trans. Michael Bullock. In Herbert Read, *The True Voice of Feeling: Studies in English Romantic Poetry*. New York: Pantheon Books, 1953. 321–64. On the chemical (326)

Daston, Lorraine, and Peter Galison. *Objectivity*. Zone Books, 2007, 27-42, 205-211.

January 28<sup>th</sup>, Th: What is Secularization?

Van Kley, Dale K., *The Religious Origins of the French Revolution*, Introduction and parts of Chapters 5-6 (1-12, 249-281, 349-67).

Van Kley, Dale K., "Christianity as Casualty and Chrysalis of Modernity: The Problem of Dechristianization in the French Revolution," *American Historical Review*, 1081.

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

*Optional*

Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Routledge, 2001.

Émile Durkheim, *The Elementary Forms of Religious Life*, (Oxford, 2001).

Mosse, George L. *The Nationalization of the Masses: Political Symbolism and Mass Movements in Germany from the Napoleonic Wars through the Third Reich*. New York: H. Fertig, 2001.

Taylor, Charles, "Apologia pro Libro suo", in Michael Warner, Jonathan VanAntwerpen, and Craig J. Calhoun (eds), *Varieties of Secularism in a Secular Age*, (Cambridge, Mass: Harvard University Press, 2010), 300-319.

**4. The Industrial Revolution**February 1<sup>st</sup>, T: Industriousness, Cotton, and Luxury

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

Williams, *Keywords: Industry, Bourgeois, Capitalism, Class, Work, Career. Consumer, Labor, Exploitation.*

*Optional*

Vries, Jan De. "The Industrial Revolution and the Industrious Revolution." *The Journal of Economic History* 54, no. 2 (June 1, 1994): 249–270.

Joel Mokyr, 'The Industrial Revolution' in Mokyr, Joel, and Oxford University Press. "The Oxford Encyclopedia of Economic History." Oxford University Press, 2005, vol. 3, pp. 49-56. (online)

Berg, Maxine. *Luxury and Pleasure in Eighteenth-Century Britain*. Oxford: Oxford University Press, 2006.

Maxine Berg, '[In Pursuit of Luxury: Global History and British Consumer Goods in the Eighteenth Century](#)', *Past and Present* 182:1 (Feb. 2004), pp. 85-142.

[Engels' description of factory conditions](#), 1844

Dickens, Charles. *Hard Times*, Selections.

Floud, Roderick, and Paul Johnson. *The Cambridge Economic History of Modern Britain*.

Cambridge histories online. Cambridge ; New York: Cambridge University Press, 2003.

Jacob, Margaret C. *The First Knowledge Economy: Human Capital and the European Economy, 1750-1850*. Cambridge: Cambridge University Press, 2014.

February 4<sup>th</sup>, Th: "Class"

Marx, Karl, *The Marx-Engels Reader*, ed Robert Tucker (2nd ed.), Selections:

- 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*

Darnton, Robert. "Reading the City as Text." In Robert Darnton. *The Great Cat Massacre: And Other Episodes in French Cultural History*. New York: Basic Books, 2009.

Thompson, E. P. *The Making of the English Working Class*. New York: Vintage, 1966.

Clark, Anna. *The Struggle for the Breeches: Gender and the Making of the British Working Class*. Reprint edition. Berkeley, Calif.: University of California Press, 1997.

Joyce, Patrick. *Democratic Subjects : The Self and the Social in Nineteenth-Century England*. Cambridge ; New York: Cambridge University Press, 1994.

## 5. Liberalism, Nationalism, Revolution, Unification?

### February 9<sup>th</sup>, 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?"

Eric Hobsbawm and Terrance Ranger (eds), *The Invention of Tradition* (Cambridge: Cambridge University Press, 1992), introduction.

Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse?* (London: Zed Books, 1986), ch. 1: 'Nationalism as a Problem in the History of Political Ideas'. (also on ACLS)

*Optional:*

Hroch, Miroslav. *Social Preconditions of National Revival in Europe : A Comparative Analysis of the Social Composition of Patriotic Groups among the Smaller European Nations; Translated by Ben Fowkes*. Cambridge Cambridgeshire ; New York: Cambridge University Press, 1985.

Gellner, Ernest, and John Breuilly. *Nations and Nationalism*. Ithaca, N.Y.: Cornell University Press, 2008.

Gellner, Ernest. "Ernest Gellner's Reply: 'Do Nations Have Navels?'" *Nations and Nationalism 2*, no. 3 (November 1, 1996): 366–370.

Smith, Anthony D. "Memory and Modernity: Reflections on Ernest Gellner's Theory of Nationalism." *Nations and Nationalism 2*, no. 3 (November 1, 1996): 371–388.

Smith, Anthony D. *Chosen Peoples*. Oxford University Press, 2003.

Vick, Brian E. *Defining Germany : The 1848 Frankfurt Parliamentarians and National Identity*. Cambridge, Mass: Harvard University Press, 2002.

Sperber, Jonathan. *The European revolutions, 1848-1851*. Cambridge: Cambridge Univ. Press, 1994.

Sewell Jr., William H. "The French Revolution and the Emergence of the Nation Form."

In *Revolutionary Currents: Nation Building in the Transatlantic World*, edited by Michael A. Morrison and Melinda Zook, 91-125. Lanham: Rowman & Littlefield Publishers, 2004.

### February 11<sup>th</sup>, 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'.

Judson, Pieter M., 'Rethinking the Liberal Legacy', in Beller, Steven. *Rethinking Vienna 1900*. New York: Berghahn Books, 2001, 57-79.

*Optional*

Clark, Christopher M. *Iron Kingdom : The Rise and Downfall of Prussia, 1600-1947*. London ; New York: Allen Lane, 2006, intro, Ch.16 "Merged into Germany," and maps.

Riall, Lucy. *The Italian Risorgimento: State, Society and National Unification*. 1 edition. London ; New York: Routledge, 1994, Ch. 1 and 7.

Maps of Germany (Lecture PPT)

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

February 16<sup>th</sup>, T: Vienna, and the Birth of Modernity

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

Cole et al. *Western Civilizations*, Ch. 23. "Modern Industry and Mass Politics"

Wolfgang Maderthaner. *Unruly Masses : The Other Side of Fin-de-Siècle Vienna*. New York: Berghahn Books, 2008, 58-67, 125-148.

S. Freud, *Civilization and its Discontents* (London, 1930), pp. 1-96

*Optional*

Schorke, Carl E. *Fin-de-Siècle Vienna: Politics and Culture*. New York: Vintage Books, 1981, Ch. 3 and 5.

Le Rider, Jacques. *Modernity and Crises of Identity: Culture and Society in Fin-de-Siècle Vienna*. New York: Continuum, 1993, Introduction, Ch. 1 and 2, and Ch. 9: 168-183.

Janik, Allan, *Wittgenstein's Vienna* (New York: Simon and Schuster, 1973), Introduction, 180-185, 245-267.

Walkowitz, Judith R. *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London*. 1 edition. Chicago: University Of Chicago Press, 1992.

The Dreyfuss affair

The Trial of Madame Caillaux

February 18<sup>th</sup>, 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*

Friedrich Nietzsche, [\*On the Genealogy of Morals: "Preface"\*](#) (Mineola: Dover, 2003), pp. 1-7



Foucault and the Generation 1968

## **7. World War I and the Russian Revolution**

February 23<sup>rd</sup>, T: The Great War and Modern Memory

Williams, *Keywords*: Welfare

Cole et al. *Western Civilizations*, Ch. 24. "The First World War"

BBC. *Origins: Rap Battle - WWI Uncut - BBC*, 2014. Accessed August 13, 2015.  
<https://www.youtube.com/watch?v=kCEUZ4rFiac>.

*Optional*

Kern, Stephen. *The Culture of Time and Space, 1880-1918: With a New Preface*. 2nd edition. Cambridge, Mass: Harvard University Press, 2003, ch.10-11.

Fussell, Paul. *The Great War and Modern Memory*. Anniversary edition. New York: Oxford University Press, 2000.

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

Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations*, no. 26 (April 1, 1989): 7-24.

Furet, François. "The Ancien Régime and the Revolution." In *Realms of Memory: Rethinking the French Past* vol. 1, edited by Pierre Nora, 79-106. New York: Columbia University Press, 1996.

### ***First Essay due: Topics 2-5***

February 25<sup>th</sup>, Th: The Russian Revolution

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

*Optional*

Leon Trotsky, *The History of the Russian Revolution*, (1977), selections.

## **8. Mid-Terms**

March 1<sup>st</sup>, T: Mid-Term Team Presentations

*See handout*

March 3<sup>rd</sup>, Th: Extra-credit quizz

*To be explained in class.*

***Spring Break***

## 9. Interwar Europe and the Second World War

### March 15<sup>th</sup>, T: Weimar Germany

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

Peukert, Detlev. *The Weimar Republic: the crisis of classical modernity*. New York: Hill and Wang, 1992, Ch.1, 3-18.

Swett, Pamela E. *Neighbors and Enemies: The Culture of Radicalism in Berlin, 1929-1933*. New York: Cambridge University Press, 2004, conclusion.

### March 17<sup>th</sup>, Th: The Second World War

Cole et al. *Western Civilizations*, Ch. “The Second World War”

Williams, *Keywords*: Violence

Michael Burleigh. *The Third Reich: A New History*. 1st American edition. New York: Hill and Wang, 2000, 198-205.

## 10. Fascism and World War II

### March 22<sup>nd</sup>, T: Comparative Fascism Studies

Morgan, Philip. *Fascism in Europe, 1919-1945*. Routledge, 2003, 15-28, 33-58, 65-73, 114-118.

Griffin, Roger. “The Primacy of Culture: The Current Growth (Or Manufacture) of Consensus within Fascist Studies.” *Journal of Contemporary History* 37, no. 1 (January 1, 2002): 21–43.

Fritzsche, Peter, “Nazi Modern,” *MM* 3, 1 (1996), 1-21.

#### *Optional*

B. Mussolini, '[Doctrine of Fascism](#)' in *Fascism: Doctrine and Institutions*, Intro.

A. Hitler, '[Weltanschauung and Party](#)', *Mein Kampf*, vol. 2, ch. 1

### March 24<sup>th</sup>, Th: The Shoah

Bergen, Doris. *War & Genocide: A Concise History of the Holocaust*. Lanham, Md: Rowman & Littlefield, 2003, Preface, 104-114, 125-130, Chapters 7 and 8.

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

Bauman, Zygmunt, *Modernity and the Holocaust* (Ithaca, N.Y: Cornell University Press, 1989), Preface and chapter 1 (vii-xiv, 1-30).

*Optional*

Adorno, Theodor W. *Dialectic of Enlightenment*. Verso, 1997.

Helmut Walser Smith. *The Butcher's Tale : Murder and Anti-Semitism in a German Town*. 1st edition. New York: WWNorton, 2002.

Smith, Helmut Walser. *The Continuities of German History: Nation, Religion, and Race across the Long Nineteenth Century*. Cambridge; New York: Cambridge University Press, 2008.

Wehler, Hans Ulrich. *The German Empire, 1871-1918*. Leamington Spa, Warwickshire, UK ; Dover, NH: Berg Publishers, 1985.

David Blackbourn, and Geoff Eley. *The Peculiarities of German History : Bourgeois Society and Politics in Nineteenth-Century Germany*. Oxford Oxfordshire ; New York: Oxford University Press, 1984.

## 11. The Holocaust

### March 29<sup>th</sup>, T: A Jewish disaster or a Crime against Humanity?

Hannah Arendt. *Eichmann in Jerusalem : A Report on the Banality of Evil*. Penguin: 2006, On Banality, xii-xx, On the Jewish Councils, 115-125, 166-169, 214-218, 282-284, Crimes against Humanity, 240-279. (Page ranges are from the 2006 edition)

Minerbi, Sergio I. "Reviewed Work: The Eichmann Trial by Deborah E. Lipstadt." *Jewish Political Studies Review* 25, no. 1/2 (April 1, 2013): 116–119.

Moses, A. D. "Structure and Agency in the Holocaust: Daniel J. Goldhagen and His Critics." *History and Theory* 37, no. 2 (May 1, 1998): 194-219.

UN definition of "Genocide." (Blackboard)

Extended Holocaust Bibliography (Blackboard)

*Optional*

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

Gross, Jan Tomasz. *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*. Princeton, NJ: Princeton University Press, 2001, xv-xxii, 1-7, intro and "Outline of the Story."

Gross, Jan. *Fear: Anti-Semitism in Poland After Auschwitz*. 1st edition. New York: Random House, 2006, Selections.

Deborah E Lipstadt. *The Eichmann Trial*. New York, N.Y.: Nextbook/Schocken, 2011.

Maier, Charles S. "Consigning the Twentieth Century to History: Alternative Narratives for the Modern Era." *The American Historical Review* 105, no. 3 (June 1, 2000): 807–31.

Naimark, Norman M. *Stalin's Genocides*. Princeton University Press, 2010, Selections.

Naimark, Norman M. *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*. Harvard University Press, 2002.

Levene, Mark. *Genocide in the Age of the Nation State: Volume 1: The Meaning of Genocide*. London ; New York : New York: I. B. Tauris, 2005.

Levene, Mark. *Genocide in the Age of the Nation State, Vol. 2: The Rise of the West and the Coming of Genocide*. London ; New York : New York: I. B. Tauris, 2005.

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

Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8, no. 4 (December 1, 2006): 387–409.

Bischoping, Katherine, and Andrea Kalmin. "Public Opinion About Comparisons to the Holocaust." *The Public Opinion Quarterly* 63, no. 4 (December 1, 1999): 485–507.

March 31<sup>st</sup>, 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?

Elaine Justice. "Hilary Swank Will Play Emory Historian Deborah Lipstadt in Upcoming Movie | Emory University | Atlanta, GA." Accessed August 12, 2015.  
[http://news.emory.edu/stories/2015/04/upress\\_lipstadt\\_book\\_feature\\_film/campus.html](http://news.emory.edu/stories/2015/04/upress_lipstadt_book_feature_film/campus.html).

## 12. The Cold War and a Divided Europe

April 5<sup>th</sup>, 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."

Holquist, Peter. "State Violence as Technique: The Logic of Violence in Soviet Totalitarianism." In *Stalinism*, edited by David L. Hoffmann, Blackwell Publishers Ltd, 2003, 128–156.

### *Optional*

Gramsci, *Prison Notebooks*

Intellectual development since 1960s.

J. Jackson Lears, ch. 2: 'A Matter of Taste: Corporate Cultural Hegemony in a Mass-Consumption Society,' in *Recasting America: Culture and Politics in the Age of Cold War* (Chicago, 1989), pp. 38-57.

Bourdieu, *Oeuvre*

George Orwell

Norman Naimark, *various*

Kotkin, *Magnetic Mountain*

April 7<sup>th</sup>: 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*

## 13. Modern Protest, Emancipation, Identity: Questioning Categories of History

April 12<sup>th</sup>, T: Group Presentations

*(See handout)*

April 14<sup>th</sup>, Th: Ending the Cold War

Cole et al. *Western Civilizations*, Ch. 29 “A World without Walls.”

*Discussion of Final Papers*

*Optional*

English, Robert D. *Russia and the Idea of the West : Gorbachev, Intellectuals, and the End of the Cold War*. New York: Columbia University Press, 2000, introduction.

Sarotte, M. E. *1989: The Struggle to Create Post-Cold War Europe*. Princeton, N.J.: Princeton University Press, 2009, selections.

Patrick Major and Rana Mitter, ‘East is East and West is West – Towards a Comparative Socio-cultural History of the Cold War’, in Mitter and Major (eds), *Across the Blocs: Cold War Cultural and Social History* (2004), pp. 1-22

John Lewis Gaddis, ‘Epilogue: The View Back’, in Gaddis, *The Cold War* (2006), pp. 259-266.

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

April 19<sup>th</sup>, T: Globalization, and Provincializing Europe

Guibernau, Montserrat, “Globalization and the Nation-state,” in Guibernau and John Hutchinson, (eds). *Understanding Nationalism*, (2001), 242-68.

Nobel Prize for Peace 2012: European Union.

[http://www.nobelprize.org/nobel\\_prizes/peace/laureates/2012/](http://www.nobelprize.org/nobel_prizes/peace/laureates/2012/)

Frantz Fanon, *The Wretched of the Earth*, 2-62, 181-218, 235-240. Also, Jean-Paul Sartre, *Preface*.

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

*Optional*

Shepard, Todd. *The Invention of Decolonization: The Algerian War and the Remaking of France*. Ithaca, N.Y.: Cornell University Press, 2008, introduction.

Chakrabarty, *Provincialization of Europe*

Spivak, *Can the Subaltern Speak?*

Maxine Berg on *Global History*

Hodges, Sarah. “The Global Menace.” *Social History of Medicine* 25, no. 3 (August 1, 2012): 719–728.

April 21<sup>st</sup>, Th: Coda and Course Evaluations

Marwick, Arthur. *The New Nature of History: Knowledge, Evidence, Language*. Lyceum Books, 2001, preface, ch 1, 3-4.

Tosh, John. *The Pursuit of History*. 5 edition. New York: Routledge, 2009, intro, ch. 2-3.

Jordanova, Ludmilla. *History in Practice*. 2 edition. London: Bloomsbury Academic, 2006, intro, ch.3-5.

*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.

2000 words

#### 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.

12 minutes, and 3 US letter sides

#### 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?

10 minutes

#### 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.

2500 words

#### 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**

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