

**HIST 110: INTRODUCTION TO EUROPEAN HISTORY, 1789-PRESENT**  
*Conflicts & Compromises: The Breaking Up and Making Up of Modern Europe*

**FALL 2009—COURSE SYLLABUS**

**PROFESSOR:** Aeelah Soine

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**MEETING TIME:** MWF 1:10-2:10 PM

**OFFICE:** Old Main 306

**OFFICE HOURS:** M 4:30-5:30 PM, W 9:30-11:30 AM, and by appointment.

**COURSE DESCRIPTION—**

This course will examine the modern history of Europe in the context of tensions between Euro-optimism and Euro-skepticism, which alternately see a unified Europe as the inevitable future or an impossible dream. While this debate larger focuses on the rise of the European Union after World War II, this course will examine its broader historical implications for our understanding of European history and identity since the French Revolution and Industrial Revolutions. We will use primary documents, leading historical scholarship, and pieces of literature, multimedia, and popular culture to aid in our consideration of shifting internal and external borders, stratifying and collapsing systems of social hierarchy, and the political and cultural values that variably pushed the peoples of Europe closer together to and pulled them farther apart from each other and the rest of the world.

**BOOKS—**

- Eric Hobsbawm, *The Age of Revolution, 1789-1848* (orig. 1962)
- -----, *The Age of Capital, 1848-1875* (orig. 1975)
- -----, *The Age of Empire, 1875-1914* (orig. 1987)
- -----, *The Age of Extremes, 1914-1991* (orig. 1994)
- Lynn Hunt, *Family Romance of the French Revolution* (1993)
- Jonathan Scheer, *London 1900* (2001)
- Art Spiegelman, *The Complete Maus* (1993)

**COURSE EXPECTATIONS—**

**Reading—**As historians, reading is our primary means of engaging with the past through firsthand and scholarly perspectives on historical events, circumstances, and processes. On average, readings will be around 75-100 pages per week. Some weeks, we will read more pages, but many of the supplemental readings are intended to be read more quickly and easily than analytic or descriptive texts. Other weeks, we will have to focus more time and effort on fewer pages requiring more interpretive work. Students are expected to do all of the readings, but we will discuss in class strategies for reading different genres of which there are many in this course. I reserve the right to modify reading assignments as we go, though you will always be notified of changes at least a week before the particular reading is due. I am also open to your own reading suggestions or topical interests; please let me know if you have a particular interest or idea to incorporate into the course.

**Notetaking—**Listening and synthesizing are important intellectual skills that need practice to develop. Taking notes on lectures, presentations, and readings can help students to strengthen these skills. Thus, students are responsible for taking their own notes in class. We will discuss some strategies for studying and highlighting pertinent information in class. If you miss a class,

you should consult your classmates for assistance, as I do not circulate notes or presentation materials outside of the classroom. Exceptions will gladly be made for students with registered disabilities and a letter from Associate Dean of Students, Lisa Landreman.

**Writing**—Writing is a basic and essential form of intellectual communication. Writing activities and assignments will focus on critical thinking and engagement with course materials, but will give students more support in working through the process of critical analysis, composition, and revision. For extra support or guidance with writing assignments, you should visit the Max Center (<http://www.macalester.edu/max/>) in Kagin Hall for professional or peer assistance with your writing process.

**Quality of Work**—Assignments are expected to meet all specified guidelines upon submission. Failure to meet length requirements or use of formatting techniques to lengthen or shorten papers, inappropriate use of quotations, and/or not addressing all objectives of a question will result in significant grading penalties. In addition, sources should remain in keeping with the assignment specifications. Websites such as *Wikipedia*, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate! When in doubt, ask.

**Attentiveness**—Class attendance is more than just showing up. Newspapers, iPods, cell phones, and any other outside media must be turned off and put away during class time. In addition, please listen attentively to whoever is speaking and attempt to recognize the merit in what they say even if you do not necessarily agree with him/her. Snacks and beverages are okay unless they become a source of distraction.

**Academic Integrity**—All written and oral assignments are expected to be the sole product of the person(s) whose name is attached. Attempting to pass off someone else's work as one's own, in any form, is unacceptable! Improper consultation or borrowing from websites, books, peers, etc. will receive a zero for the assignment and will be reported to the Director of Academic Programs. Subsequent offenses will result in the failure of this course. For more information on what constitutes plagiarism or academic dishonesty, see (<http://www.macalester.edu/employmentservices/handbook/sec12.10.html>).

**Respect**—It is expected that all students will be open to and respectful of other students' views. History classes often touch on sensitive issues of religion, politics, race, gender, and nationality. Discussions should be kept relevant to the course material and issues at hand; they should NOT include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people. Opinions and personal experiences are of course welcome, but should always appear in connection with the historical and intellectual context of the discussion. Inappropriate use or display of language, including but not limited to cursing, name-calling, racial/ethnic/sexual/religious comments, visual images, and offensive use of slang will not be tolerated! Students who disrupt the safe space of the classroom will receive a one-on-one warning, followed by loss of participation points, and dismissal from class for repeat incidents. In addition, please see me privately if you are feeling uncomfortable for any reason in class.

## **GRADING—**

### **15%--Class Attendance and Participation:**

- As responsible adults, students are free to make their own choices regarding class attendance and its consequences. All students receive three excused absences without questions, if they notify me in advance and make up the work. Subsequent absences or absences without prior notification of the instructor will result in a **reduction of attendance and participation points for the course**. Late arrivals and early departures will be penalized at the discretion of the instructor, most likely in keeping with the proportion of class missed.
- Participation is a major component of the overall course grade. These points represent your overall level of engagement in the course, in-class activities, and the *quality* as well as *quantity* of discussion contributions.

### **25%--Activities:**

- Various in-class activities and assignments will be announced throughout the semester. Some will probe deeper questions related to reading assignments, but others will ask students to venture off-campus to visit the Minneapolis Institute, review a film like a historical critic, or defend a historical character. While activities will require some informal and formal writing, they will often be done collaboratively or will employ different skills and abilities than do traditional historical essays.

### **30%--Papers:**

- There will be three short papers (4-5 pages) assigned throughout the semester, which progressively tackle various aspects of comparing and contrasting scholarly perspectives on a particular historical topic. Assignment specific details will be handed out in class and posted on the website at least two weeks before it is due, but each paper will incorporate, to a significant extent, the assigned supplemental books. Late papers will be reduced by 10% per day. After one week, no more papers will be accepted in order to preserve the progressive organization of these papers, that is, applying the feedback from each paper to subsequent writing assignments.

### **30%--Quizzes and Exams:**

- Three quizzes will be given throughout the course of the semester in order to assess concrete knowledge and understanding through identification of key concepts and relationships on maps, timelines, and biographical stories.
- The final is a cumulative take-home exam that will draw on your understanding of change over time, course themes, and knowledge of major and/or reoccurring concepts. No extensions will be granted for the final exam. Any exams not in my office by the deadline will receive a zero.

## SEMESTER SCHEDULE

Readings from the booklist are listed with the author's last name in **bold**. All other readings will be posted to the Moodle site at least one week in advance.

### WEEK 1 (SEPT 9-11): INTRODUCTIONS AND HISTORICAL BACKGROUND

- **Hobsbawm**, *The Age of Revolution*, pp. ix-26.
- **Handout**: *Instructions for the Great Dalmuti game*
- **Internet**: *Wikipedia entry for Eric Hobsbawm*

## UNIT 1—THE DUAL REVOLUTIONS

### WEEK 2 (SEPT 14-18): INDUSTRIALIZATION

- **Hobsbawm**, *The Age of Revolution*, pp. 27-52, 168-181.
- Peter Temin, "Two Views of the British Industrial Revolution," *The Journal of Economic History*, Vol. 57, No. 1. (Mar. 1997), pp. 63-82.
- Wolfgang Schivelbusch, "The Industrial Revolution, Beer, and Liquor," *Tastes of Paradise*, pp. 147-166.
- **Primary Documents**:
  - "Women Miners in the English Coal Pits" (1842)
  - Andrew Ure, "The Philosophy of the Manufacturers" (1835)

### WEEK 3 (SEPT 21-25): THE FRENCH REVOLUTION AND NAPOLEONIC EUROPE

- **Hobsbawm**, *The Age of Revolution*, pp. 53-108
  - **Hunt**, *Family Romance of the French Revolution*
- \*FRIDAY—QUIZ 1!**

## UNIT 2: THE AGE OF –ISMS

### WEEK 4 (SEPT 28-OCT 2): THE VORMÄRZ AND 1848

- **Hobsbawm**, *The Age of Revolution*, pp. 109-145, 297-308
  - **Hobsbawm**, *The Age of Capital*, pp. 9-28
- \*WEDNESDAY—PAPER 1 DUE!**

### WEEK 5 (OCT 5-9): DAILY LIFE AND CULTURE

- **Hobsbawm**, *The Age of Revolution* and *The Age of Capital*, pp. TBA.
  - Schivelbusch, "The Artificial Paradises of the Nineteenth Century," *Tastes of Paradise*, pp. 204-226.
  - Anna Clark, "In the Victorian Twilight: Sex out-of-wedlock, sexual commerce, and same-sex desire, 1750-1870," *Desire: A History of European Sexuality*, pp. 123-141.
- \*FRIDAY—NO CLASS: MUSEUM ACTIVITY WORKDAY**

### UNIT 3: NATIONS AND EMPIRES

#### WEEK 6 (OCT 11-16): NATION-STATES—MAKING THE WORLD SMALLER?

- Hobsbawm, *The Age of Capital*, pp. 48-115.
- Roger Brubaker, “Introduction,” and “Rethinking Nationhood,” *Nationalism Reframed*, pp. 1-22.
- **Primary Documents: Nationalism**
  - Ernest Renan, *What is a Nation?*
  - Guiseppe Mazzini, *On Nationality*
  - Theodor Herzl, *The Jewish State* (1896)
  - Bismarck, *Speech on the Polish Question* (1886)

**\*MONDAY—MUSEUM ACTIVITY DUE!**

#### WEEK 7 (OCT 18-23): IMPERIAL EXPANSION AND NATIONAL AMBITIONS

- Hobsbawm, *The Age of Empire*, pp. TBA.
- Lora Wildenthal, “When Men are Weak: the Imperial Feminism of Frieda von Bülow,” *Gender and History*, vol. 10, no. 1 (1998): 52-77.
- **Primary Documents: Imperialism**
  - Letter to Queen Victoria and other documents regarding Opium Wars
  - John Stuart Mill, *On Colonies and Colonization* (1848)
  - Jules Ferry, *On French Colonization*
  - Rudyard Kipling, *The White Man’s Burden* (1899)
  - Edmund D. Morel: *The Black Man’s Burden* (1903)
  - Kaiser Wilhelm II, *A Place in the Sun* (1901)

**\*FRIDAY—DEBATE ON THE SCRAMBLE FOR AFRICA**

#### WEEK 8 (OCT 25-28): 1900—TECHNOLOGY, CULTURE, AND DAILY LIFE IN A NEW CENTURY

- Hobsbawm, *The Age of Extremes*, pp. 1-20.
- Scheer, *London 1900*

**\*FRIDAY—NO CLASS: FALL BREAK!**

### UNIT 4: EUROPE AT WAR

#### WEEK 9 (NOV 2-6): WORLD WAR I

- Hobsbawm, *The Age of Extremes*, pp. 21-53.
- Erich Remarque, excerpts from *All Quiet on the Western Front*, pp. TBA.
- Stanley Weintraub, excerpt from *Silent Night: The Story of the World War I Christmas Truce*, pp. TBA.

**\*FRIDAY—PAPER 2 DUE!**

#### WEEK 10 (NOV 9-13): INTERWAR

- Hobsbawm, *The Age of Extremes*, pp. 54-224.
- Eric Weitz, “Walking the City,” *Weimar Germany: Promises and Tragedy*, pp. 41-79.

**WEEK 11 (NOV 16-20): WORLD WAR II AND THE HOLOCAUST**

- Spiegelman, *The Complete Maus*
  - Alison Owings, excerpts from *Frauen: Women Recall the Third Reich*
- \*FRIDAY—QUIZ 2**

**WEEK 12 (NOV 23-25): AFTERMATH OF WORLD WAR II**

- Hobsbawm, *The Age of Extremes*, pp. 500-557.
  - Traudl Junge, excerpts from *Until the Final Hour: Hitler's Last Secretary*
- \*WEDNESDAY—PAPER 3 DUE!**  
**\*FRIDAY—NO CLASS: THANKSGIVING BREAK**

**WEEK 13 (NOV 30-DEC 4): THE COLD WAR**

- Hobsbawm, *The Age of Extremes*, pp. 225-402.
- Drakulic, excerpts from *How we Survived Communism and Even Laughed*

**UNIT 5: EUROPEANIZATION**

**WEEK 14 (DEC 6-11): POST-COLD WAR AND THE EUROPEAN UNION**

- Hobsbawm, *The Age of Extremes*, pp. 403-499, 558-586.
- Contemporary Newspaper and Journal articles (TBA)

**WEEK 15 (DEC 15-18)—EUROPE IN THE 21<sup>ST</sup> CENTURY**

- Readings on contemporary challenges in Europe (TBA)

**\*FINAL EXAM—FRIDAY DECEMBER 18, 2009, 10:30AM-12:30PM**

Take-Home Exam must be uploaded to Moodle and time-stamped by the end of the final exam period. Grades and comments will be returned in the same manner, so that you can access them over winter break.