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History of Western Civilization II

Spring 2016

Lecture Location: Smith 243

Lecture Meeting Times: Tuesdays and Thursdays, 2:30-3:50

Professor: Dr. Eva Giloi

Office Hours: 316 Conklin Hall, Thursdays 1:00-2:00 and by appointment

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Course description:

This course provides an overview of the major events and developments in European history, from 1700 to the present. Starting with a Europe that was pre-modern, local and agricultural, the course traces the rise of the centralized state, the capitalist market, literacy, nationalism, democracy, and individual rights by the time of the French Revolution in 1789. It then examines the main political, social, and cultural developments of the 1800s, as represented by some of the most famous names in European history: Napoleon Bonaparte, Karl Marx, Charles Darwin, Sigmund Freud. In the 1900s, it turns, among other things, to the rise of radical political movements – communism in Russia, Nazism in Germany – and their responsibility for World War II and the Holocaust, and ends with post-war efforts to put Europe back together again through consumerism and prosperity, student movements, and the European Union.

In this class, students will regularly practice their writing skills in short writing assignments, a final exam, and a formal essay, and will have many opportunities to express their ideas verbally in class discussions. In both written assignments and class discussions, students will practice reading and analyzing primary sources, and will develop their analytical skills by identifying the readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

Course Requirements:

Students are required to attend lectures and take notes. The books or essays marked "Readings" must be read before the start of the lecture for which they are assigned. Student participation in the discussion makes up 10% of the grade. Aside from course participation, there are three short written assignments, six discussion notes, one evidence gathering exercise, one formal midterm essay, and one final exam. The final exam will be based on the course lectures and readings, will be cumulative for the entire semester, and will be given during the exam week.

1. **Participation in class discussion.** Students are expected to read the assigned texts before the class (by date indicated on the syllabus). Simple attendance in class is not factored into the participation grade – students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade.
2. **Short Assignments.** There are three short written assignments. Grades for the assignments will be based on three factors: 1. originality and persuasiveness of argument; 2. use of evidence from the assigned texts; 3. prose mechanics: grammar, spelling, punctuation, etc. Assignments **MUST** be handed in at the beginning of class. I will only accept late written assignments in case of emergency, but proof of emergency is required. If students know they will not be able to attend class (for instance for religious holiday observance), they must submit the assignment in advance. There will be one extra credit option later in the semester to replace a missing assignment or a low assignment grade.
3. **Discussion Notes.** To aid students in preparing for the class discussion, students are required to bring a page of Discussion Notes on the readings for individual sessions – notes that they have taken on the readings for that session to answer the discussion prompt (as outlined on the syllabus below). Students can use the notes during class discussion, and then hand them in at the end of class. I will only accept typed notes, not handwritten ones. Discussion Notes may not be handed in at a later date. There are six Discussion Notes in total, and I will count the top five towards the grade.
4. **Evidence Gathering,** linked to the Formal Midterm Essay.

5. **Formal Midterm Essay.** There is one formal essay in the course, based on the course readings.
6. **Final Exam.** The final exam will be based on the course lectures and readings, will be cumulative for the entire semester, and will be held on May 10 from 3-6 pm in Smith 243.

Submitting Assignments and Essays:

- The 3 Short Writing Assignments, Extra Credit Assignment, and Midterm Essay must be submitted in two forms: a paper copy handed in at the beginning of class and an electronic copy submitted to Turnitin on Blackboard. The two copies must be identical.
- Discussion Notes do not need to be submitted to Turnitin. They only need to be handed in as a paper copy at the end of the relevant class session.
- All students are required to put the Rutgers Honor Code Pledge, with their signature, on the paper copies of the Assignments, Papers and Essays. (For the wording of the Pledge, see below.)

Grading:

In-class participation:	10%
Discussion Notes (top 5 out of 6):	10%
Short Assignments (3):	30%
Evidence Gathering:	5%
Midterm Essay:	20%
Final Exam:	25%

Grading Rubric:

- A: Outstanding
- A-: Outstanding, with one or two areas of improvement
- B+: Very good
- B: Good
- B-: Good overall, with some significant weaknesses
- C+: Satisfactory, with some potential for improvement
- C: Satisfactory, but needs significant development
- C-: Barely satisfactory
- D: Poor: overwhelming flaws
- F: Failing: doesn't complete assignment

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – not the amount of effort you put into the work. (In other words, students don't get an "A for effort" at the college level.) "Outstanding" is not defined as how the final product compares to your own previous work, but how it compares to other students' work. All of this is a reflection of the real world: in the professional working world that you will soon be entering, you will succeed based on the quality of your work, and not just on how hard you try.

I am happy to talk to you about your assignments, strategies for writing papers, rough drafts, etc. at any time during the semester – but I will only do so in office hours. I will not review paper drafts or answer in-depth questions via email, since email is not an effective tool for this kind of pedagogical review. You can send me short informational questions via email, but for an evaluation of your work (including rough drafts) you must make the effort to come to my office hours in person. If you have a scheduling conflict with my regular office hours, please email me to make an appointment at another time.

Class Rules:

European history is largely a story of the rise of and interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class will be counted against the participation grade.

This means, in concrete terms:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops,
- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation. More than anything else, though, private conversations draw attention away from the common civic forum. If I have to stop the class to ask you to stop a private conversation, you will receive an F for your participation grade for the course.

Attendance policy:

Attendance is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: "The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions."

If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

If you have more than four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example). If you have more than six unexcused absences, your grade will be lowered by one full grade (B+ to C+, for example). Any student who misses **eight** or more sessions through any **combination** of **excused** and **unexcused** absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

Late papers and exams:

Short Writing Assignments: I will not accept late assignments – it creates chaos. You can always hand an assignment in early. If you know that you will be absent on a particular day, plan ahead and email the assignment to me early. (Remember to submit a second copy to Turnitin as well.)

For unexpected circumstances: I will provide one Extra Credit opportunity to replace a missed or low grade, which will act as your insurance policy against not being able to hand in an Assignment.

Discussion Notes: The discussion notes are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the beginning of the class when they are assigned. But: You can always hand in a set of notes early by email. Finally, I will drop the lowest of the six discussion notes grades as an insurance policy against missing one set of notes due to unforeseen circumstances.

Formal Essay and take-home portion of the Final Exam: Unless you have express permission from me, discussed with me IN ADVANCE, and based on an acknowledged reason, late essays will have their grades lowered one full grade every day that they are late.

Disabilities:

Students with disabilities, requiring assistance or accommodation should speak with Disability Services in a timely manner to set up appropriate accommodations.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.

You may only use the texts assigned in this syllabus to complete the assignments, notes, essay, and exam. Resist the urge to cut and paste, either literally or figuratively by using other people's ideas. If I find that you have used other people's ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. As a minimum, you will receive a failing grade (0 points) for that assignment and will not be able to make it up.

Course Readings:

The following book is required for the course. The book can be purchased from on-line sellers. It is also on 2-hour reserve at Dana Library.

Required Book:

Geoffrey Blainey, *A Short History of the Twentieth Century*

The rest of the **required** readings are either on **Blackboard (B)** under 'Course Documents' or on-line (you can follow the links on the syllabus).

Schedule of Classes

Transitions to Modernity: the Eighteenth Century

Tues., Jan. 19: Nations, States, Nation-States: Europe in 1700

Thurs., Jan. 21: The Church Tower

Tues., Jan. 26: Versailles: Absolutism and the New Monarchies

Thurs., Jan 28: In the Cities: the Rise of the Bourgeoisie

Readings: Robert Darnton, "The Great Cat Massacre" (B)

Discussion Notes #1 (1-2 pages): **due at the beginning of class:** Based on "The Great Cat Massacre," how did the master and mistress live, and how did that differ from how the journeymen and apprentices lived?

Tues., Feb. 2: The Salon: Birth of the Enlightenment

Thurs., Feb. 4: Storming the Bastille: the French Revolution

Readings: Declaration of the Rights of Man and Citizen, 1789, @

http://avalon.law.yale.edu/18th_century/rightsof.asp

Assignment #1 (2-3 pages): **due at the beginning of class:** The Declaration of the Rights of Man and Citizen was a foundational document for the French Republic in 1789. Acting as an early constitution, it set out a new definition of citizens' rights, but in a broad and schematic way. Read between the lines of this legal document to determine: Who are the new citizens, and what are their rights?

-- Please submit a paper copy at the beginning of class, as well as an electronic copy to Turnitin before class.

Tues., Feb. 9: The National Assembly: Rights, Individualism, Citizen Soldiers, Republican Mothers

Readings: Lynn Hunt, *The French Revolution and Human Rights* (B)

Discussion Notes #2 (1-2 pages): Today's readings are composed of primary sources that debate whether women should get political rights in the new French Republic. We will discuss the sources in detail to understand their arguments, the authors' subject positions, why they wrote what they did, how their background influenced their arguments, and what they wanted to accomplish with these documents. Come prepared to discuss the texts: I will call on students randomly to include them in the discussion.

Thurs., Feb. 11: No Class

Forces Unleashed: the Nineteenth Century

Tues., Feb. 16: The Pantheon: Napoleon's Empire and the Spread of Nationalism

Thurs., Feb. 18: The Museum and the Panopticon: Making Citizens in an Age of Revolution

Tues., Feb. 23: 1848 and the Springtime of Nations: Italy as a Test Case

Thurs., Feb. 25: The Industrial City and the Rise of Socialism

Readings:

-- Friedrich Engels @ <http://www.fordham.edu/halsall/mod/1844engels.asp>

-- Alexandra Kollontai, *Selected Writings* (B)

Discussion Notes #3 (1-2 pages): Friedrich Engels wrote his critique of working class conditions in Manchester in 1844; Alexandra Kollontai wrote her appeal against class inequalities in Russia in 1914. What challenges did workers face in Engels' account? What challenges did working women face in Kollontai's account? How were those challenges different, if at all?

Tues., March 1: The Department Store: Rationality and Irrationality in the Modern World
Textbook: *Blainey*, “Rye-Beer and Perfume”

Thurs., March 3: Germany as a New-Comer: Progress and Challenges

Tues., March 8: The New Imperialism and the Scramble for Africa
Textbook: *Blainey*, “A Flaming Sunrise”

Readings:

-- Rudyard Kipling, “The White Man’s Burden” **(B)**

-- G.W. Steevens, “After the Conquest” **(B)**

-- John Hobson @ <http://www.fordham.edu/halsall/mod/1902hobson.asp>

Assignment #2 (2-3 pages): **due at the beginning of class:** Based on Kipling, Steevens, and Hobson, what were some of the arguments Europeans used to justify imperialism?

-- Please submit a paper copy at the beginning of class, as well as an electronic copy to Turnitin before class.

Thurs., March 10: *The Futurist Manifesto*
Textbook: *Blainey*, “A Tempest of Change”

Readings: F.T. Marinetti, “The Futurist Manifesto” **(B)**

Discussion Notes #4 (1-2 pages): F.T. Marinetti’s “Futurist Manifesto” was a lead article published in a prominent French newspaper, *Le Figaro*, in 1909. We will discuss the text in detail to understand Marinetti’s arguments, the author’s subject position, how his background influenced his arguments, and what he wanted to accomplish with this document. We will also use the text to gain a picture of Europe before World War I. Come prepared to discuss the text: I will call on students randomly to include them in the discussion.

Tues., March 15 – No Class – Spring Break

Tues., March 17 – No Class – Spring Break

Utopia - Dystopia

Tues., March 22: World War I – Part I
Textbook: *Blainey*, “The War of Wars”

Thurs., March 24: World War I – Part II

Tues., March 29: Paris Peace Conference: the Versailles Treaty

Readings: See Special Note on Readings below.

Textbook: *Blainey*, “Revolt in Petrograd: Peace in Paris”

Discussion Notes #5 (1-2 pages): *Debate:* In today’s class, students will represent the nations at the 1919 Paris Peace Conference to draw up the Versailles Treaty. In your Discussion Notes, outline a set of demands that you want to see as part of the Versailles Treaty: Last names A-J represent Great Britain; K-P represent France; Q-Z represent the USA.

***** Special Note on Readings** for the week between Tuesday March 29 and Tuesday April 5:
You should read the following 3 texts, which you will need to write the midterm essay:

-- Leni Riefenstahl, *Leni Riefenstahl: a Memoir* (B)

-- Sebastian Haffner, *Defying Hitler: A Memoir* (B)

-- Christabel Bielenberg, *When I was a German* (B)

Keep the Formal Essay prompt (below, at April 12) in mind as you read these texts and gather evidence from them.

Thurs., March 31: Bauhaus and Karl-Marx-Hof: Life between the Wars

Readings: See Special Note on Readings directly above.

Textbook: *Blainey*, "Utopia and Nightmare," "Faster and Faster," and "An Italian Drummer"

Tues., April 5: The Beer Hall Putsch: the Nazi Revolution

Readings: See Special Note on Readings above.

Textbook: *Blainey*, "A World Depression" and "The Rise of Hitler"

Evidence Gathering (2 pages): **due at the beginning of class:** In this exercise, you must present evidence from the three autobiographies (on Blackboard) written by Leni Riefenstahl, Sebastian Haffner, and Christabel Bielenberg that you will use to answer the Formal Essay question stated below. Historians have long debated whether average Germans actively and voluntarily supported the Nazi regime, or whether they were forced into cooperation because they were terrorized by Nazi violence and brutality. For this Evidence Gathering exercise, write up at least 1 page of examples from the three texts showing active support for the Nazi regime, and at least 1 page of examples showing that people acted out of fear for their own safety. The evidence can be presented in bullet form outline, but each example should be explained in at least one or two sentences stating how they demonstrate active support or fear.

Thurs., April 7: Sudetenland: Appeasement and War

Tues., April 12: The Racial State in Peace and War

Textbook: *Blainey*, "A Second World War"

Formal Essay: (5-6 pages): **due at the beginning of class:** Historians have long debated whether average Germans actively and voluntarily supported the Nazi regime, or whether they were forced into cooperation because they were terrorized by Nazi violence and brutality. Use the three autobiographies (on Blackboard) written by Leni Riefenstahl, Sebastian Haffner, and Christabel Bielenberg to take a stand on the question: Did average Germans mostly support the regime because they were attracted to its policies, or did they follow along voluntarily out of fear for their own safety?

-- No doubt people felt a mixture of both support and fear, but your job is to argue which feeling was the predominant one. In other words, you must argue either that fear was the main reason why Germans obeyed the regime, or that most Germans supported the Nazis because they gained certain benefits from doing so.

-- You must base your argument on specific examples and evidence from the three readings.

-- Please submit a paper copy at the beginning of class, as well as an electronic copy to Turnitin before class.

Picking up the Pieces

Thurs., April 14: Dealing with Germany after 1945

Textbook: *Blainey*, "From Pearl Harbor to the Fall of Berlin"

Assignment #3 (2-3 pages primary source analysis and 1 page website description): **due at the beginning of class**: This is the only time in the semester when you may use websites to complete the assignment – but be sure to cite your website sources! Choose **two** of the following texts we have read in class: Bielenberg, Haffner, Riefenstahl. Find out more about the authors from reliable websites. In 2-3 pages: analyze the two texts for their reliability and believability: compare the authors' subject positions, why they wrote what they did, how their backgrounds might have influenced their arguments, what they wanted to accomplish with these documents. Which of the two authors do you find more believable and why? On another page: describe the websites you used to research the authors and why you believe they are reliable sources of information.

-- Please submit a paper copy at the beginning of class, as well as an electronic copy to Turnitin before class.

Tues., April 19: Cold War in Europe

Readings:

-- Winston Churchill, "Sinews of Peace" ("Iron Curtain Speech") @ <http://legacy.fordham.edu/halsall/mod/churchill-iron.asp>

-- Joseph Stalin, "Reply to Churchill" @ <http://legacy.fordham.edu/halsall/mod/1946stalin.asp>
Textbook: *Blainey*, "A Curtain Falls"

Discussion Notes #6 (1-2 pages): Winston Churchill, who led Britain as Prime Minister during the war years, gave a speech in 1946 in which he outlined the dangers he saw arising in the Soviet Union. Joseph Stalin, who led the Soviet Union as General Secretary and Premier from 1927-1953, responded to Churchill's speech by outlining the Soviet Union's conflict of interest with the West. Both men used their experiences in fighting against Nazi Germany as the basis for their evaluation of the present situation and of each other, and to make recommendations for future policy. Which aspects of their struggle with Nazi Germany did they focus on? Did they focus on the same things, or did they chose different moments in their conflict with Nazi Germany to make their case for future action?

Thurs., April 21: The Kitchen: Consumerism in Eastern Europe

Tues., April 26: The Morris Minor: Consumerism in Western Europe

Textbook: *Blainey*, "Burning Spear and Changing Wind" and "A Seesaw Moves"

Thurs., April 28: Seeds of Change: 1968 vs. 1974

Textbook: *Blainey*, "Thunder and Lightning in Moscow and Warsaw"

Extra Credit Assignment (optional) (2-3 pages): **due at the beginning of class**: You may turn in this Extra Credit Assignment to replace a missing assignment or one with a lower grade.

Answer the prompt based on the following two urls:

-- Richard Huffman, "The Limits of Violence" and "The Baader-Meinhof Gang" @ <http://www.mustardayonnaise.com/baadermeinhof/essays/SatyaEssay.html>

-- Richard Huffman, "The Gun Speaks" @ <http://www.baader-meinhof.com/the-gun-speaks/intro-chapter/Question>: The Red Army Faction (RAF) claimed that their violence was a form of resistance – the kind of resistance that Germans failed to practice against the Nazis. Why did the RAF see themselves as resistance fighters? Do you agree with that view? Or were they simply terrorists?

-- Please submit a paper copy at the beginning of class, as well as an electronic copy to Turnitin before class.

Final Exam, in-class, cumulative, May 10 from 3-6 pm in Smith 243.