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**History of Western Civilization II**

**Spring 2017**

Lecture Location: Smith 243

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

Professor: Dr. Eva Giloi

Office Hours: 316 Conklin Hall, Tuesdays and 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. It 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:**

-- **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. To earn a good participation grade, students are expected to come to class ready with questions and observations about the readings and to take part in the discussions.

-- **Reading Notes.** To aid students in preparing for the class discussion, students are required to bring a page of Reading Notes to class on specific dates (below) – notes that they have taken on the readings for that class session to answer the discussion prompt (as stated 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. Reading Notes may not be handed in at a later date. There are five Reading Notes in total. There will be one extra credit option later in the semester to replace a missing assignment or a low assignment grade.

-- **Essay Prep.** These two assignments are designed to help students to prepare to write the Formal Essay. The instructions for the assignments are stated below.

-- **Formal Essay.** There is one formal essay in the course, 5-6 pages in length, based on the course readings. Grades for the essay will be based on five factors: 1) originality and persuasiveness of argument; 2) use of evidence from the assigned texts; 3) analysis of evidence in the student's own words; 4) essay structure, including thesis statement, proper topic sentences, and flow of the argument; 5) prose mechanics: grammar, spelling, punctuation, etc.

-- **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 9 from 3-6 pm in Smith 243.

**Submitting Assignments and Essays:**

- The Formal 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.
- Reading Notes and Essay Prep assignments 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%
Reading Notes (5 in total):	25%
Essay Prep (2 in total):	10%
Formal Essay:	25%
Final Exam:	30%

**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 that 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, 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](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:**

Reading Notes: The Reading 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. If you know that you will be absent on a particular day, plan ahead and email the assignment to me early. 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 one set of Reading Notes.

Formal Essay: 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:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at

(973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

### **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. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can 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 and at the university bookstore. 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. 17: Nations, States, Nation-States: Europe in 1700

Thurs., Jan. 19: The Church Tower

Tues., Jan. 24: The Age of Encounter

Thurs., Jan 26: In the Cities: the Rise of the Bourgeoisie

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

**Reading Notes #1** (2 pages minimum): due at the beginning of class: Based on "The Great Cat Massacre," why did the apprentices and journeymen resent the master of their workshop? Why did they resent the master's wife? What had changed in the past century to create that resentment?

Tues., Jan. 31: Versailles: Absolutism and the New Monarchies

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

Tues., Feb. 7: Storming the Bastille: the French Revolution

Thurs., Feb. 9: The Tennis Court: The National Assembly and Individual Rights

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

[http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)

**Reading Notes #2** (2 pages minimum): 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 were the new citizens, and what were their rights? Did some of the Declarations' articles favor or discriminate against certain social demographics – aristocrats, middle class professionals or merchants, peasants? Come prepared to discuss the text: I will call on students randomly to include them in the discussion.

*A World of Free Individuals*

Tues., Feb. 14: The Pantheon: from the Jacobins to Napoleon

Thurs., Feb. 16: The Museum: Prussia under Napoleon

Tues., Feb. 21: The Panopticon: Making Citizens in an Age of Revolution

Thurs., Feb. 23: The Industrial City and the Rise of Socialism

**Readings:** Alexandra Kollontai, *Selected Writings* (B)

**Reading Notes #3** (2 pages minimum): due at the beginning of class: Based on Kollontai's "Working Woman and Mother," who were the different Mashas and what was their class status (peasant, aristocrat, bourgeois, working class, domestic servant)? What challenges did they face? What were the root causes of their different positions in society?

Tues., Feb. 28: The Austrian Empire: from Felix Austria to Sick Man of Europe

Thurs., March 2: The Scramble for Africa, From Cape to Cairo, and Germany's Place in the Sun

Textbook: *Blainey*, "A Flaming Sunrise"

**Readings:**

-- Mary Kingsley, "Travels in West Africa" (B)

-- G.W. Steevens, "After the Conquest" (B)

**Reading Notes #4** (2 pages minimum): due at the beginning of class: Mary Kingsley wrote "Travels in West Africa" in 1893; G. W. Steevens wrote "After the Conquest" in 1898. Compare the two texts: do they describe Africa in the same way? Do they have different perspectives? A different tone? Different goals? What is their view of Africans?

Tues., March 7: Cities and the Sub-Conscious

Thurs., March 9: *The Futurist Manifesto*

Textbook: *Blainey*, “A Tempest of Change”

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

**Reading Notes #5** (2 pages minimum): due at the beginning of class: F.T. Marinetti’s “Futurist Manifesto” was a lead article published in a prominent French newspaper, *Le Figaro*, in 1909. If you were a historian in the future, looking back at Marinetti from the year 2109, how would you describe Europe in 1909? What would you conclude about Europe’s values and society in 1909? Come prepared to discuss the text in class: I will call on students randomly to include them in the discussion.

Tues., March 14 – No Class – Spring Break

Tues., March 16 – No Class – Spring Break

**\*\*\* Special Note on the readings:** from here until the Formal Essay is due, on April 18, you should read the following 3 texts, which you will need to write the 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 in mind as you read these texts.

### *Utopia – Dystopia*

Tues., March 21: World War I – Part I

Textbook: *Blainey*, “The War of Wars”

Thurs., March 23: World War I – Part II

Tues., March 28: The Paris Peace Conference and the Versailles Treaty

**Readings:** See Special Note on Readings above.

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

Thurs., March 30: Social Democracy, Bauhaus, Life between the Wars

**Readings:** See Special Note on Readings above.

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

**Essay Prep #1** (2-3 pages of primary source analysis and 1 page of website description): due at the beginning of class: This is the only time in the semester when you may use websites to complete an assignment – but be sure to cite your website sources! For the three texts that you are reading for the Formal Essay: find out about the authors – Christabel Bielenberg, Sebastian Haffner, Leni Riefenstahl – from reliable websites. In 2-3 pages: compare the authors’ subject positions, how their backgrounds might have influenced their arguments, what they wanted to accomplish with these documents. Which of the three authors would you find more believable/reliable and why? On another page: describe the websites you used to research the authors and why you believe they are reliable sources of information.

Tues., April 4: The Beer Hall Putsch: the Economic Perspective

**Readings:** See Special Note on Readings above.

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

Thurs., April 6: The Totalitarian State

**Essay Prep #2** (4 pages minimum): **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 supported the Nazis' anti-Semitism, 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 2 pages of examples from the three texts showing active anti-Semitism, and at least 2 pages 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.

Tues., April 11: Foreign Policy + Racial Policy

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

*Picking up the Pieces*

Thurs., April 13: Dealing with Germany after 1945

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

Tues., April 18: Cold War in Europe: From Imperial Powers to Super Powers

Textbook: *Blainey*, "Burning Spear and Changing Wind"

**Formal Essay:** (5-6 pages, 12-point type and double-spaced): 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 answer the following question: What tactics did the Nazis use to get Germans to cooperate and follow along with their regime? Did they offer bribes or financial gain? Did they promise a better future, and what did that future look like? Did they threaten them and use fear tactics? Did they turn people against each other? Did they use discrimination, and if they did, how did discrimination work? What role did anti-Semitism and the persecution of Jews play in these tactics?

-- No doubt the Nazis used multiple tactics, but your job is to argue which tactics were the predominant ones. In other words, look for patterns in the Nazis' actions, and explain how those tactics worked to get people to cooperate.

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

-- You must submit a paper copy at the beginning of class and an electronic copy to Turnitin before class.

Thurs., April 20: Social Welfare and Consumerism: East and West

Tues., April 25: Charles De Gaulle: a Europe of Nations and the European Union

Textbook: *Blainey*, "A Seesaw Moves"

Thurs., April 27: Seeds of Change: 1968 vs. 1974

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

**Readings:**

-- 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/>

**Extra Credit Reading Notes (optional)** (2 pages minimum): 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.

Based on the two Huffman links above, list all of the targets of the Red Army Faction and explain the reasoning behind those targets. Why did the Red Army Faction see them as oppressors, fascists, and Nazis, and why did they feel that there was no room for non-violent change?

**Final Exam, in-class, cumulative, May 9 from 3-6 pm in Smith 243.**