History 104
Europe: from Napoleon to the Present
http://www.indiana.edu/~hist104/

This course provides both an overview of European history in the past two centuries and an introduction to the multidisciplinary study of culture, politics, and society. Two hundred years ago, most Europeans were peasants and most European states were hereditary monarchies. Today, most Europeans live in cities and Europe’s governments are, for the most part, parliamentary democracies. Exploring these transformations and people’s responses to them, this course confronts a host of changes in everyday ideas and ordinary lives. Ranging from the organization of self-conscious political and artistic movements (such as socialism or Impressionism) to the development of new means of communication and transportation, the course focuses on social practices and cultural techniques. Lectures and a textbook will provide an overview of developments, but students are also expected to work closely with primary sources. SEE THE WEBSITE.
http://www.indiana.edu/~hist104/ [Note: Oncourse is not used for this course.]

TEXTBOOK: John Merriman, A History of Modern Europe: From the French Revolution to the Present [volume two of his A History of Modern Europe], second edition (New York: Norton, 2005) is available for purchase in the bookstores. Students may, of course, decide to order the book on-line. It would be preferable if all students had the second edition.

READINGS for DISCUSSION: Most of these are available on the website. Please make a habit of printing the readings and bringing them to your discussion section. You should also make sure that you have a copy of Christopher Browning, Ordinary Men.

GRADING: Grades will be based on two midterm exams (20% each); a cumulative final exam (35%); participation in discussion classes (20%), and short in-class or pre-class exercises (5%). Midterm exams will consist mainly of interpretation and analysis of texts and images, as well as short-answer identifications. The final exam will be essay based. Students taking this course for honors credit should note that their grade is determined on the basis of two midterm exams (10% each); a final exam (25%); two 6-7-page papers (15% each), participation in discussion classes (20%), and short in-class or pre-class exercises (5%).
ATTENDANCE POLICY: Students are expected to attend all lectures and discussion classes. Students who miss more than two discussion classes may be in danger of failing the course, regardless of their grades for written work or participation. Students who attend discussion classes but do not constructively participate will get at best a “C” grade for participation. Being present—even being present and talking!—is not necessarily “constructive participation.”

LECTURES AND CLASSES: Please feel free to ask questions in lecture. If you do not feel comfortable speaking in a large lecture setting, please come ask your question after lecture. I will often ask you questions in lecture—these questions are not tests of your knowledge and you should not be shy about responding to them.

Every student must read the week’s “discussion readings” carefully before class. You should read actively: this means with a pencil in your hand, so that you can mark important/confusing passages and make comments in the margins. (Of course, it goes without saying that you must not write in library books!) If you have difficulty accessing or understanding the readings, you should let one of the Instructors know immediately.

A note on “further reading”: On the website, you will find that the Merriman textbook is listed as background reading. I expect you to do this reading (or reading in other textbooks covering similar topics) on a weekly basis, preferably before each week’s lectures. In addition, I have made weekly recommendations for “further reading” and I have linked to especially useful and/or interesting websites. You should plan to spend at least a bit of time each week looking at some of this additional material—some weeks, you will probably only click through a website or two; other weeks, you should read an additional article or parts of a book. Please note: in keeping with conventional practice, the “further readings” are listed in alphabetical order by the author’s surname. You need to read through the list to identify books that may be of interest to you. Remember that Amazon.com and books.google.com allow you to view selected pages of many books.

WRITTEN WORK: Students are required to complete short assignments (2-3 pages) for four discussion classes (see assignments on the website). Each required assignment counts for 1.25% of the student’s final grade. Responses will never be accepted after class, no matter the circumstances. Students may chose to do as many as five further assignments. These will count as extra credit and be worth 1% each.

Policy on Academic Honesty: Plagiarism and misuse of sources constitute intellectual theft and will result in automatic failure of the course. Please see the course website for further guidance and links to college guidelines on academic honesty. If you need further help with any of this, please see me as soon as possible. Students taking this course for honors credit should note that paper topics, guidelines on essay writing, and explanation of proper reference format will all be posted on the course website.

http://www.indiana.edu/~hist104/ Students should check the website at least twice a week. The website will be regularly updated and you should consider it the most accurate source for information on the course schedule and requirements.
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12 Jan.    Introduction: Why start with Napoleon?
Discussion: Europe and History

14 Jan.    History and the French Revolution

19 Jan.    NO CLASS (Martin Luther King Day)

21 Jan.    Nations, States, and Empires, 1815-1850
Discussion: Hopes and Fears: Present, Past, Future
Adam Mickiewicz, “Books of the Polish Nation” (1832), excerpts.
Prince Klemens von Metternich, “Political Confession of Faith” (1820), selections.
Heinrich von Gagern, letter to his father about German students (1818).

26 Jan.    Population, Poverty, and Industry

28 Jan.    Victorian Liberals? Print Culture and “Public” Politics
Discussion: Reading the People
Thomas B. Macaulay, Speech on Parliamentary Reform (1831), extract.
Charles Dickens, “The Pawnbroker’s Shop,” Sketches by Boz
Mrs. Motherly (Emily Augusta Patmore), The Servant’s Behaviour Book: or Hints on Manners and Dress (1859), selections.
Assignment required of students whose last names begin with A-H; optional for others.

2 Feb.     Knowing History and Making History

4 Feb.     Revolutions of 1848
Discussion: Knowing History, Making Revolutions
Marx and Engels, The Communist Manifesto (Feb. 1848), at least chapters two and four.
Assignment required of students whose last names begin with I-Q; optional for others.

9 Feb.     Nations, States, and Europe in the aftermath of 1848

11 Feb.    The Secularization of Society?
Discussion: Belief in Europe
Pope Pius IX, "Respicientes" (encyclical protesting the taking of the Pontifical States by Italy, 1870) and “Ubi Nos” (on the Pontifical States, 1871), selections on website.
King Victor Emmanuel II, "Address to Italian Parliament" (1871), Documents on Lourdes and/or Marpingen apparitions (see the website)
Assignment required of students whose last names begin with R-Z; optional for others.
History 104: Europe from Napoleon to the Present  
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18 Feb.  Modernity and its Miscontents
Discussion:  Seeing the City
Impressionist paintings and fin-de-siècle postcards, available on the website.
Assignment required of students whose last names begin with A-H; optional for others.

23 Feb.  MIDTERM EXAM in class
25 Feb.  The New Imperialism
Discussion:  Europe and Others
Arthur Gobineau, The Inequality of Human Races (1853), selections.
Mrs. Marcus Fuller, The Wrongs of Indian Womanhood (1900), selections.
Jules Ferry, “Speech on the Madagascar Question” (March 1884).
Assignment required of students whose last names begin with I-Q; optional for others.

2 March  World War One
4 March  Culture, Economy, and Politics in Interwar Europe
Discussion:  Anxiety and Inflation
Sigmund Freud, “Reflections on War and Death” (1918), googlebooks.
Assignment required of students whose last names begin with R-Z; optional for others.

9 March  The Russian Revolution
11 March  Stalin and Stalinism
Discussion:  Better Living through Revolution
Vladimir Mayakovsky, “My Soviet Passport” (1929).
Letter from Feigin to Ordzhonikidze (a close friend of Stalin's), about conditions on the collective farms (1932).
Assignment required of students whose last names begin with A-H; optional for others.

SPRING BREAK

23 March  Dictators and their Publics
25 March  Return to War
Discussion:  Fighting Fascists
Gertrud Scholtz-Klink, “To be German is to be Strong” (1936).
Assignment required of students whose last names begin with I-Q; optional for others.
History 104: Europe from Napoleon to the Present
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30 March  The Holocaust
1 April    MIDTERM in class
Discussion: Ordinary people, extraordinary acts
Assignments required of students whose last names begin with R-Z; optional for others.

6 April  Ruins, Rebuilding, and the Creation of Two Europes
8 April  Migration and Empires coming Home
Discussion: Old and New Empires
            *Empire Windrush* arrival stories, from BBC website.
Assignment required of students whose last names begin with A-H; optional for others.

13 April  The Algerian War
15 April  1968
Discussion: Revolution and Repression
Assignment required of students whose last names begin with I-Q; optional for others.

20 April  The End of Cold-War Europe
22 April  European Union and Yugoslav Disintegration
Discussion: Powerful and Powerless
Assignment required of students whose last names begin with R-Z; optional for others.

27 April Europe in the Twenty-First Century
29 April Review
Discussion: Review.

FINAL EXAM: 10:15-12:15, Wednesday, 6 May 2009