

Dr. Rebecca L. Spang, Instructor
Associate Professor, Department of History
Indiana University, Bloomington

Office Hours: Mons. 2:00-3:30
(or by appointment) Ballantine 711
e-mail: rlspang@indiana.edu

Associate Instructor, Jennifer Boles
e-mail: jlboles@uemail.iu.edu
Office Hours: by appointment

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%).

important information CONTINUES on the next page

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* choose 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.

History 104: Europe from Napoleon to the Present

<http://www.indiana.edu/~hist104/>

12 Jan. Introduction: Why start with Napoleon?

14 Jan. History and the French Revolution

Discussion: Europe and History

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*

Friedrich Engels, *The Condition of the Working Class in England* (1845), chapter six ("Irish Immigration").

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.

Giuseppe Mazzini, "Europe, Its Condition and Prospects," *Westminster Review* (1851), extract.

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, "Rescriptes" (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

<http://www.indiana.edu/~hist104/>

16 Feb. Mass Culture? Separate Spheres and Universal Exhibitions
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.
Friedrich Kroner, "Overwrought Nerves" (1923).
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).
Sheila Fitzpatrick, "Palaces on Monday," in her *Everyday Stalinism* (1999),
on e-reserves (password = *warrior*).
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 SPRING BREAK

23 March Dictators and their Publics
25 March Return to War
Discussion: Fighting Fascists
Mussolini, "The Doctrine of Fascism," selections (1932).
Gertrud Scholtz-Klink, "To be German is to be Strong" (1936).
Fritz Bennecke, ed., *On the German People and their Living Space:
Handbook for Training in the Hitler Youth* (1937), selections.
Assignment required of students whose last names begin with I-Q; optional for others.

History 104: Europe from Napoleon to the Present

<http://www.indiana.edu/~hist104/>

30 March The Holocaust

1 April MIDTERM in class

Discussion: Ordinary people, extraordinary acts

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (1993), **available for purchase**.

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

Winston Churchill, "Iron Curtain Speech" (1946).

Empire Windrush arrival stories, from BBC website.

Enoch Powell, "Rivers of Blood" speech (1968).

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

Simone de Beauvoir and Gisèle Halimi, *Djamila Boupacha* (trans. 1962), pp. 9-32, 90-100 on e-reserves (password *warrior*).

Alexander Dubček, *Hope Dies Last* (1995), selections on e-reserves.

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

Vačlav Havel, "Power of the Powerless" (1978).

Slavenka Drakulic, *The Balkan Express: Fragments from the Other Side of War* (1993), pp. 10-27, 137-146, on e-reserves (password *warrior*).

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