



School of Arts & Science

HUMANITIES DEPARTMENT

HIST 122-001

Europe: 1789-Present

Winter 2009

This course examines the creation of the contemporary European economic, political, cultural and social conditions, focusing in particular on nationalism, revolution and counter-revolution, war, and the development of capitalism and its attendant class structure. Changes in everyday life, gender roles and relations, and cultural manifestations are also studied. (T)

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	M -- 8:30-9:20, 11:30-12:20, Tu – 1:30-2:20, W -- 1:30-11:20, Th. 4:30-5:20		
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(f)	Website:			

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Outline critical themes, events, and issues in Europe after 1789, including the intellectual, economic political, cultural and social foundations and developments of Europe.
2. Explore modernization, economic development, industrialization, technological change and their impact on society.
3. Examine political challenges and changes, revolution and counter-revolution, nationalism, and war.
4. Analyze Europe's interactions with other parts of the world, including European colonialism and decolonization and its legacy.
5. Explore the role of ideologies and ideological conflict.
6. Examine economic, cultural, and social development, including the movement toward European integration.
7. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.
8. Demonstrate critical thinking about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments.
9. Apply the methodology of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
10. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
11. Research, write and communicate orally and in writing.

3. Required Materials

The readings will be taken from *Western Civilization, Vol C, Since 1789*, by Jackson Spielvogel. Additional readings may be assigned from the website. Please note that each chapter has 'Focus Questions.' These will form the core of questions for the exams.

In addition, you will be required to do a review of *One Day in the Life of Ivan Denisovich*, by Alexander Solzhenitsyn.

For those of you who choose a research project/paper, you will follow the guidelines as laid out in the *Style Guide* created by the Camosun History department and found on the Humanities web-page. You may also want to purchase a copy of Rampolla, *A Pocket Guide to the Writing of History*, available in the bookstore.

The publisher has created a student site (link below) to link you to material that you may find useful or entertaining. Please note that consulting these is not required to complete the course but they are of great assistance in understanding the material better

4. Course Content and Schedule

Each class will consist of lecture and discussion. Each week's readings will include primary and secondary sources for discussion. Answer the questions at the end of the selected sources as they will be the basis for discussion. Please follow the instructions for each week.

January 8

Introduction

Course explained, Enlightenment Handout

Discussion

What is Europe? What is its image in the world? How is it treated in academia?

January 15

Lecture: Revolutionary Politics

Introduction, pp. xxxvii-xliii, Chapter 19

Discussion

'The Argument for Independence' (574) -- look up Locke

'The Natural Rights of the French People' (581)

'Justice in the Reign of Terror' (588)

'Robespierre and the Revolutionary Government' (589)

'De-Christianization' (590)

Are all the documents consistent with each other? Do any contradict the others?

January 22

Lecture: The Revolution in Industry and Work

Chapter 20

Discussion

'The Traits of the British Entrepreneur' (606)

'Discipline in the New Factories' (611)

'Child Labour' (626-627)

'Political Demands of the Chartist Movement' (629)

Overall, do the documents suggest benefit or detriment arising from the Industrial Revolution?

Journal Due (1)

January 29

Lecture: The 3 'R's: Reaction, Revolution, and Romanticism

Chapter 21

Discussion

- 'The voice of Conservatism' (635)
- 'University Students and German Unity' (641)
- 'The Voice of Liberalism' (643)
- 'Opposing Viewpoints: Response to Revolution' (650-1)

How would each view the others?

Option A Proposal Due

February 5

Lecture: The Age of Nationalism, Realism, and Mass Society
Chapters 22, 23

Discussion

- 'The Voice of Italian Nationalism' (653)
- 'Louis Napoleon Appeals to the People' (667)
- 'Garibaldi and Romantic Nationalism' (674)
- 'Bismarck Goads France to War' (677)
- 'Emancipation: Serfs and Slaves' (681)

Draw a thread connecting the above.

- 'The Classless Society' (688)
- 'Darwin and the Descent of Man' (690)

Are Marx and Darwin intellectual kinfolk?

Option C Annotated Bibliography Due

February 12

Test One

A question on the test will be derived from the following sources from Chapter 23.

- 'The Department Store...' (701)
- 'The Voice of Evolutionary Socialism' (707)
- 'The Housing Venture...' (713)
- 'Advice to Women' (716-17)
- 'Bismarck and the Welfare of Workers' (728)

The question will address the issue of whether or not mass society was truly an age of progress for everyone. Implied is knowledge of the terms.

February 19

Reading Break

February 26

Lecture: Modernity – Anxiety and Imperialism
Chapter 24

Discussion

- 'The Struggle for the Right to Vote' (745)
- 'The Voice of Zionism?' (747)
- 'Bloody Sunday?'

Why were these movements reflective of the times? Could they have occurred in other eras?

- 'White Man's Burden vs. Black Man's Burden' (754-5)

What's going on here?

Option A & C Article Review Due

March 5

Lecture: The Beginning of the 20th Century – War and Revolution
Chapter 25

Discussion

- ‘You have to Bear the Responsibility’ (772)
- ‘The Excitement of War’ (774)
- ‘The Reality of War’ (778)
- ‘The Songs of WW I’ (781)
- ‘Women in the Factories’ (787)
- ‘War and the Family’ (788)
- ‘Soldier and Peasant Voices’ (792)

Account for the varying views of the war. In the end, what was it all about?

Journal Due (2)

March 12

Lecture: The Futile Interwar Search for Stability
Chapter 26

Discussion

- ‘The Voice of Italian Fascism’ (821)
- ‘Adolf Hitler’s Hatred of the Jews’ (818)
- ‘Propaganda and Mass Meetings...’ (821)
- ‘The Formation of Collective Farms’ (825)
- ‘Mass Leisure’ (831)

What binds these authoritarian regimes? Were they different?

March 19

Lecture: The Crisis Continues and Deepens – World War II
Chapter 27

Discussion – Solzhenitsyn Book Review Due

March 26

Lecture: Cold War and A New Western World
Chapter 28

Discussion

- ‘Emergence of the Cold War’ (872)
- ‘Who started the Cold War?’ (877)
- ‘The Truman Doctrine’ (878)
- ‘The Cuban Missile Crisis’ (884)
- ‘Khrushchev Denounces Stalin’ (891)
- ‘Soviet Repression’ (894)

Why was there a cold war?

Last Day for Article Review for Journal Option (B)

April 2

Lecture: Protest and Stagnation
Chapter 29

Discussion

- ‘The Times they are A-changin’ (912)
- ‘1968 – The Year of Student Revolts’ (913)
- ‘The Brezhnev Doctrine’ (915)
- ‘The Fury of the Red Guards’ (924)
- ‘The Limits of Modern Technology’ (927)

Why did all hell break loose for a decade or so? Why is it all so calm now?

Option A Final Project Due

April 9

Lecture: Europe in a Global Age
Chapter 30

Discussion

‘Vaclav Havel’ (941)

‘Violence Against Foreigners in Germany’ (956)

‘Pope John Paul’ (957)

‘A Warning to Humanity’ (962)

Do these documents provide answers to the questions from last week’s discussion questions?

Journal Due (3)

Option C Report Due

Final In Exam Period.

5. Basis of Student Assessment (Weighting)

1. Tests	45%
2. Discussion Participation	10%
3. One of 3 Options	35%
A. Paper or	
B. Journal	
C. Contemporary Issue	
4. Book Review	10%

1. The tests (20% for the first and 25% for the second) are non-cumulative, will cover both lecture and seminar material, and will consist of both short-answer and essay questions, based primarily on the ‘Focus Questions’ in each chapter. You would deal well to answer those for each chapter. Pay special attention to the Introductions and Conclusions of each chapter. They provide clues for matters and themes of importance.

2. For each discussion, attendance is monitored. More than three absences results in a failing grade for this portion of course requirements. Answers to the following questions will assist in understanding the discussion material.

For each of the Primary sources, answer the following

- i. Who created the source, and why? When?
- ii. Who was the likely audience? How does that shape what was written?
- iii. What were the author’s biases and assumptions? What view of life and the world emerges from the source?

3. Three Options

Option A.

A research project/essay is due, before the lecture, on **April 2,** in one of the following genres. While incorporating research and citing techniques of the traditional term paper, as well as delivering a clearly identifiable thesis and supporting information, the paper

will be presented in one of styles below. Read the *Style Guide* carefully to understand the required standards for researching and writing essays. Late work will not be accepted.

Assignment and Marking Conditions/Standards

- i. The essay will contain between 1500 and 2500 words (i.e., 7-10 pages).
- ii. Consult the instructor by the end of the second week of classes, either during office hours or through email about both the genre and the topic. If you have an idea, consult the book for some background. If you are not sure, do a skim of the book to see what kind of topics one might write on. Remember, do not proceed with the next step until you have run it by the instructor.
- iii. Topics must be chosen by **January 29**. You must submit a proposal with a list of sources (minimum of five books and two academic articles, specific to the topic*). Attached will be a photocopy of the first two pages of each source and a short summary explaining why that source is appropriate for the paper. While you may use reference works to define the topic, the sources used for the essay must be books and articles focussed on the topic. Papers will not be considered unless a proposal is first submitted. Late work is not accepted without prior consultation with the instructor.
- iv. In a 300 word essay, you will review one of the two chosen articles. The review will consist of 3 paragraphs (due **February 26**):
 - the first will state the theme of the argument (author's argument)
 - the second will explain the style, structure, and sources
 - the third will evaluate the article's thesis and delivery
- v. The final product, **due April 2**, must contain a minimum of 20 footnotes -- the citing of specific information, ideas, or quotes. It will include a title page and proper footnote and bibliographical style. Attached will be a copy of the original proposal.
- vi. Two copies of the essay must be handed in, one to be kept on file for five years, the other (graded) to be handed back to the student.
- vii. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.
- viii. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.

Please note that regular consultation with the instructor will keep the project on target. The instructor will arrange an orientation/introduction to the library and to research.

Possible Genres. (any proposal will be considered -- in consultation with the instructor).
Letter (between two historical figures who may have divergent points of view – Marx and a factory owner, e.g.)

Architecture (descriptive)

Education and Learning

Diary (entries over a short period of a life or some over a lifetime, with significant highlights)

Travel Account (can be a European anywhere in the world or someone from another part of the world visiting Europe)

Epic Poem

Television/Movie Script (documentary)

Apology/Sermon

Option B.

You may choose to keep a journal, responding after you have read each chapter but before we have dealt with it in class, and then again after the class. Hence, for each chapter, there will be two responses. Note that for each chapter as well, there are one or more issues to which you may respond, although it makes sense to pick one of the major themes. Each entry should be about a page long, that is, approximately 300 words. Be precise and to the point but do not over-edit. Your mark will suffer if you are simply repeating the book. The idea is that you are responding, analyzing, and not merely summarizing.

An academic journal is not the same as a personal one. Instead, your entries must be analytical, intellectual responses and based on two foundations:

- the course material, as presented in your text, the lectures, and the discussions
- your previous knowledge, intuitive reactions, and feelings about the material

With respect to the latter, it is not simply enough to say that you like or do not like something.

Your grade will be based on the following:

- engagement of material
- depth of response
- use of course material
- quality of writing (but not expected to be literary masterpieces)

The entries may be handwritten or printed but hard copies are due on the assigned dates – **Jan 22, March 5, and April 9. (5 marks for the first, and 10 marks each for the next two).**

For those choosing this option, you will also submit, by **March 26, an academic journal review (10 marks).** It will be based on one of your journal topics which has especially caught your interest. Consult with your instructor when you have a topic that interests you. Find an article. See 3C above for how an article review must be set up and consult the *History Guide* for additional information.

Option C

This option involves researching and evaluating the status of a current hot issue in Europe.

1. Focussing particularly on the Muslim communities, compare immigration policy in two of the following: either France, Germany, England, or Holland.
2. What are the issues surrounding the potential expansion of the EU in Turkey? How are both parties dealing with the opposition to this move? Why are there these positions? Is this possible? Why would Europe be so keen on it?
3. Is there a new potential cold war arising from the Putin approach to foreign relations? Is there an attempt by Russia to recreate the old empire? Is Europe taking an independent position from that of the US?

4. How is the EU dealing with Climate change?

The approach.

i. a. do a literature search to find a minimum of three academic books and three academic articles on the subject. Use EBSCO and other current journal indexes.

b. use the net to find web-sites dealing with the topic. Find up to ten, five at least on two sides of the issue.

c. Track *MacLean's* and *Time* (Canadian) on the issue. How is it being covered? (Note,. the library carries both of these news magazines).

Create an annotated bibliography (list the above sources and describe what they are as well as their value for understanding the issue). Due: **February 5.**

ii. In a 300 word essay, you will review one of the two chosen articles. The review will consist of 3 paragraphs (due **February 26**):

--the first will state the theme of the argument (author's argument)

--the second will explain the style, structure, and sources

--the third will evaluate the article's thesis and delivery

iii. The final product, **due April 9**, will be an essay of approximately 2000 words. It will have a thesis (argument) that answers the questions above. That is, it will argue a point of view and then defend it, dealing also with counter arguments.

iv. The essay will contain at least 25 footnotes -- the citing of specific information, ideas, or quotes.

v. It will include a title page and proper footnote and bibliographical style. Attached will be a copy of the original proposal.

vi. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.

vii. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.

Please note that regular consultation with the instructor will keep the project on target. The instructor will arrange an orientation/introduction to the library and to research.

4. Review of Solzhenitsyn's *One day in the Life of Ivan Denisovich*.

Find one academic review on this novel. Attach it to the assignment and, in your review, answer the following: is it accurate? why or why not?

Maximum of 1000 words,

6. Grading System and Other

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4

65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.