

	<p><b>School of Arts &amp; Science</b>  <b><i>HUMANITIES DEPARTMENT</i></b></p> <p><b>HIST 122-001</b>  <b>Europe: 1789-Present</b>  <b>Winter 2010</b></p>
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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:	MW -- 9:00-10:00, TuTh 1:30-2:20, Th. 4:30-5:20		
(c)	Location:	Y323		
(d)	Phone:	250-370-3347	Alternative Phone:	
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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 *Making Europe, People, Politics, and Culture, Since 1300*, by Kidner et al. Additional readings will be assigned from a Course Pack or from the website. Please note that each chapter has Study Questions. These will form the core of questions for the exams.

In addition, you will be required to do a read *The Heart of Darkness*, by Joseph Conrad and *The Stranger*, by Albert Camus.

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.

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 this site is not required to complete the course but it is of assistance in helping you to understand the material better.

#### **4. Course Content and Schedule**

Each week you will attend a two-hour lecture and a one-hour seminar, as selected during registration. Prepare for class by reading the assigned readings beforehand. Each chapter of Kidner et al opens with a map, has a timeline, and an outline of chapter topics. If you like, you can download a detailed outline of the chapter from the website. My lectures will roughly follow this but will add material and ideas beyond what the book covers. It is useful to make your own timeline based on the one provided in the book (i.e., you may want to expand it). Pay attention to questions (you might want to answer them) and summaries throughout the chapter. They form the basis for quizzes and tests.

A few minutes prior to the end of each lecture, time will be allotted briefly to discuss major European news stories of the past week. Have stories ready. I will ask (at random) you to present ones you have found.

For the seminars, answer the questions both in the book and as indicated in the syllabus (see below). They form the basis for discussion. Follow the instructions for each week. Before each seminar, you are to hand in a brief summary of the answers to the seminar questions. These will be collected and act as a passport to the session. They will form a small part of the participation grade.

##### **WEEK 1**

**January 6**

Introduction: Course Explained  
What is Europe? What is its image in the world? How is it treated in academia?

##### **WEEK 2**

**January 11**

Lecture: Setting the Context  
Kidner, Chapter 17 and 18 (skim over these)

**January 13**

Seminar: Science, Enlightenment, and Truth  
Read Choice, pg. 378. What was revolutionary about Lady Montagu's suggestion for inoculation?  
Read 490-1. Answer the Questions accompanying the selection.

Keep in mind what you have read in the two chapters. What do you see as the most important element of the Enlightenment?

##### **WEEK 3**

**January 18**

Lecture: Revolutionary France and After  
Kidner, Chapter 19

**January 20**

Seminar: Revolution and rights.

Read pp. 538 and 548 (answer the questions). Compare to the 1789 Declaration of the Rights of Man and the Citizen: <http://www.hrcr.org/docs/frenchdec.html>

and the American Colonial Declaration of Independence: <http://www.earlyamerica.com/earlyamerica/freedom/doi/text.html>

What do the three documents share? How do they differ? How are they all products of the Enlightenment?

**WEEK 4**

**January 25**

Lecture: The 3 'R's: Reaction, Revolution, and Romanticism  
Kidner, Chapter 20

**January 27**

Seminar: Read pp. 568 and 581 (answer the questions).

Read Fichte's Address to the German Nation (<http://library.flawlesslogic.com/fichte.htm>). Is nationalism rational? To what does it appeal?

**Journal Due (1)**

**Option A Proposal Due**

**WEEK 5**

**February 1**

Lecture: The Triumph of the Nation-State  
Kidner, Chapter 22

**February 3**

Seminar Test One

**Option C Annotated Bibliography Due**

**WEEK 6**

**February 8**

Lecture: Industrialization and Society  
Kidner, Chapter 21, Chapter 23, pp. 657-669

**February 10**

Seminar: Read pp. 596 and 603 (answer the questions).  
*Communist Manifesto*

<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm>

What view of history is embedded in the first pages? Note their view of the 'Discovery of America' and what it unleashed, in terms of the industrial age and the consequence for the world. What happens to labour, to the professions, to class division?

**WEEK 7**

**February 15**

Lecture: The Culture of Industrial Europe, and Empire Building  
Kidner, Chapter 23, pp. 669-81, ch. 24

**Option A & C Article Review Due**

**February 17**

Seminar: *Heart of Darkness*

**WEEK 8**

**February 22**

Lecture: War and Revolution  
Kidner, Chapter 25



If you could hear, at every jolt, the blood  
 Come gargling from the froth-corrupted lungs,  
 Obscene as cancer, bitter as the cud  
 Of vile, incurable sores on innocent tongues,--  
 My friend, you would not tell with such high  
 zest                    25  
 To children ardent for some desperate glory,  
 The old Lie: Dulce et decorum est  
 Pro patria mori.

Wilfred Owen, 1917

How do these poems reflect the change for soldiers from the beginning to the latter stages of the war? How did the war change for ordinary, everyday people? What impact on society generally would result from the experience of the soldiers?

**Journal Due Feb. 24 (2)**

**WEEK 9**

**March 1**                    Lecture: Upheaval and Experimentation  
    Kidner, Chapter 26

**March 3**                    Seminar: Read pp. 716 and 733 (answer questions) on Lenin.  
    Read pp. 744 and 762 (answer questions) on Kollontai.  
 What were they offering that may have attracted followers? What challenged the conventional, contemporary European way of life?

**WEEK 10**

**March 8**                    Lecture: Democracy Under Seige  
    Kidner, Chapter 27

**March 10**                   Seminar Test Two

**WEEK 11**

**March 15**                   Lecture: Europe Divided  
    Kidner, Chapter 28

**March 17**                   Seminar: *The Stranger* by Camus

**WEEK12**

**March 22**                   Lecture: Lifting the Iron Curtain  
    Kidner, Chapter 29

**March 24**                   Seminar: The End of the Iron Curtain  
 Vaclav Havel. Pp. 838 and 853 (answer the questions). Does his writing suggest reasons why the “iron curtain” was destined to fall? Why did it fall? Are such (define what this might mean) such projects as the Soviet system doomed to not succeed?

**Last Day for Article Review for Journal Option (B)**

**WEEK13**

**March 29**                   Lecture: Europe in a Globalizing World  
    Kidner, Chapter 30

**Option A Final Project Due**

**March 31**

Seminar: Religion in Modern Europe

Pope Benedict, pp. 891-2 (answer the questions)

<http://www.timesonline.co.uk/tol/comment/faith/article1645453.ece>

How is the pope handling the question of the relationship between modernity and faith? Is it progressive or reactionary? Think of the two Vatican councils.

**Journal Due (3)**

### **WEEK 14**

**April 5**

Lecture: Easter Monday

**April 7**

Seminar: Summary and Wrap-up

**Option C Report Due**

### **Test Three In Exam Period.**

### **5. Basis of Student Assessment (Weighting)**

1. Quizzes	40%
2. Discussion Participation	10%
3. One of 3 Options	
A. Paper or	(40%)
B. Journal or	(40%)
C. Contemporary Issue	(45%)
4. Book Reports	10%

**1. The Quizzes** (10% for the first and 15% for the next two) are non-cumulative, will cover both lecture and seminar material, and will consist of both short-answer and essay questions, based primarily on the Questions throughout each chapter. You would do well to answer them for each chapter. Pay special attention to the Introductions and Conclusions of each chapter. They provide clues for issues and themes of importance.

**2. For each seminar**, attendance is monitored. More than three absences results in a failing grade for this portion of course requirements. If you cannot attend please consult with me.

The seminars are forums for discussion. Hence, you are to be prepared (and will be asked) to answer the questions accompanying the assignment for each seminar (see above). It is a good idea to make a written summation of the questions so that you have some sense of what to add to discussions.

### **3. Three Options**

#### **Option A.**

A research project/essay is due, before the lecture, on **March 29**, 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 may 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 project/essay will contain between 1500 and 2500 words (i.e., 7-10 pages).  
ii. Consult the instructor by the end of the 2<sup>nd</sup> 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 our textbook 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 27 (5 marks)**.

- a. The proposal will introduce the topic (who, what, when, where – not how or why), explain what question/issue the paper will answer, and lay out the approach/style of presentation. There is no need to formulate a thesis at this point. Theses should be generated by research rather than the other way around. 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
- b. Include a list of sources: a minimum of 3 books and 2 academic articles, specific to the topic. These will be listed in proper bibliographical style.
- c. Attached will be a 1. photocopy of the title page of the book as well as its table of contents. Attached also will be the first page of the article. Include a short summary explaining why that source is appropriate for the paper.

Papers will not be considered unless a proposal is submitted. Late work is not accepted without permission from 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 15 – 10 marks**):

- 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

The review will include a bibliographic citation for the article which also must be attached in order to obtain credit.

v. The final product, **due March 29 – 25 marks**, 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 (a European traveling 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 (30 marks)**, responding after you have read each chapter from the Kidner text 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 each chapter has an overall theme. Within the material are several topics relating to/connecting with that theme. The journal entry will be your choice of the most significant issue of the chapter. 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.

A journal for an academic course is not the same as a personal one. Your entries, while being your personal response, must be analytical and intellectual, 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 20, Feb. 24, and Mar. 31.**

For those choosing this option, you will also submit, by **March 24, an academic journal review (10 marks)**. It will be based on a course topic which has especially caught your interest. Consult with your instructor when you have one that interests you. Find an academic article. See above for details on writing an article review. Consult the *History Guide* for additional information. The review must include a copy of the article as well a proper bibliographic citation.

### **Option C**



This option involves researching and evaluating the status of a current hot issue in Europe. For those engaging this issue, there will be a **bonus of Five marks**. Choose one of the following:

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 two 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 three reputable ones – try to get both 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 3 (5 marks)**.

ii. In 300 words, you will review one of the two chosen articles. The review will consist of 3 paragraphs (due **February 15 – 10 marks**):

--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

The article must be attached in order to obtain credit for the review. Include a bibliographic citation.

iii. The final product, **due April 7 – 30 marks**, will be an essay of approximately 2500 words. It will have a thesis (argument) that answers one of the questions posed above. That is, it will argue a point of view and then defend it, including 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 and the review of an article.

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. Book Reports -- *Heart of Darkness* (Conrad) and *The Stranger* (Camus)**

The books, *Heart of Darkness* (Conrad) – **due Feb. 17** -- and *The Stranger* (Camus) – **due Mar. 24**, are to be read for the Seminars on those dates. For each book, you will hand in a short report answering questions distributed before the assignment is due.

Issues to think about when reading each book:

--What is the book's message, theme, main point? That is, what is the author's view of life? What ultimately is important?

--Is the date of publication significant for the theme? What other contextual elements may be significant? What about the author's personal background?

#### **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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

#### **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](http://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.