

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 122-001 Europe: 1789-Present Winter 2011</p>
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(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Tuesday 10:30 to 11:20; Wednesday 10:30 to 11:20, 2:30 to 3:00; Thursday 10:30 to 11:20, 2:30 to 3:00; Friday 10:30 to 11:20, or by appointment		
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1. 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.

2. Required Materials

Kidner, Frank L. et al. *Making Europe: People, Politics, and Culture since 1300*. Boston: Houghton Mifflin, 2009.

Conrad, Joseph. *Heart of Darkness and the Congo Diary*. New York: Penguin Classics, 2007.

Other: available from the instructor

Camus, Albert. *The Stranger*. Translated by Stuart Gilbert. New York: Vintage Books, 1946.

3. Course Content and Schedule

Each week you will attend a two-hour lecture and a one-hour seminar. Prepare for class by reading the assigned readings beforehand. Each chapter of the textbook opens with a map, a timeline, and an outline of chapter topics. If you like, you can download a detailed outline of the chapter from the publisher's website. Lectures will add material and ideas beyond what the book covers. Pay attention to questions and summaries throughout the chapter as they may be used to form short answer and essay questions for the midterm and final examinations.

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

Seminar readings are taken from the assigned texts plus online sites. For the seminars, answer the questions in Kidner and the questions asked 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.

January 11 Introduction to Modern Europe

January 13 Seminar introduction

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

January 20 Seminar Reading: "Choice," pp. 478-9. What was revolutionary about Lady Montagu's suggestion for inoculation? "Voice," pp. 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?

January 25 Lecture: Revolutionary France and After (Kidner, Chapter 19)

January 27 Seminar Reading: pp. 538-9 and 548-9 (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?

February 01 Lecture: The 3 'R's: Reaction, Revolution, and Romanticism (Kidner, Chapter 20)

February 03 Seminar Reading: pp. 568-9 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?

February 08 Lecture: The Triumph of the Nation-State (Kidner, Chapter 22)

February 10 Seminar: Midterm 1

February 15 Lecture: Industrialization and Society (Kidner, Chapter 21, Chapter 23, 657-669)

February 17 Seminar Reading: pp. 596-7 and 603-4 (answer the questions). Read the *Communist Manifesto* at <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?

February 22 Lecture: The Culture of Industrial Europe, and Empire Building (Kidner, Chapter 23, 669-81, Chapter 24)

February 24 **READING BREAK NO CLASS**

March 01 Lecture: Writing History Essays **Heart of Darkness assignment due**

March 03 Seminar: *Heart of Darkness*

March 08 Lecture: War and Revolution (Kidner, Chapter 25)

March 10 Seminar: Poems by Rupert Brooke and Wilfred Owen. 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?

Rupert Brooke, *The Soldier* 1914

If I should die, think only this of me:
That there's some corner of a foreign field
That is forever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,

A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.
And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

Wilfred Owen, *Dulce Et Decorum Est* 1917

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots 5
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of disappointed shells that dropped behind.

GAS! Gas! Quick, boys!-- An ecstasy of fumbling,
Fitting the clumsy helmets just in time; 10
But someone still was yelling out and stumbling
And floundering like a man in fire or lime.--
Dim, through the misty panes and thick green light
As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight, 15
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin; 20

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.

- March 15** Lecture: Upheaval and Experimentation (Kidner, Chapter 26)
March 17 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?
- March 22** Lecture: Democracy Under Seige (Kidner, Chapter 27)
March 24 Seminar: Midterm 2
- March 29** Lecture: Europe Divided (Kidner, Chapter 28)
March 31 Seminar: *The Stranger* by Camus
- April 05** Lecture: Lifting the Iron Curtain (Kidner, Chapter 29)
April 07 Seminar Reading: 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 projects as the Soviet system doomed to not succeed?

April 12 Lecture: Europe in a Globalizing World (Kidner, Chapter 30) and exam review

April 14 Seminar Reading: 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.

4. Basis of Student Assessment (Weighting)

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| 1. Exams | 35% (10% Test 1, 10% % Test 2, 15% Test 3) |
| 2. Discussion Participation | 10% |
| 3. Contemporary Issue Essay | 35% |
| 4. Book Reports | 20% (10% each) |

1. Exams (10% for the first two and 15% for the final) 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 Introduction and Conclusion of each chapter. They provide clues for issues and themes of importance. The final exam will be held during the examination period.

2. Seminar attendance is monitored. More than three absences results in the loss of the 10% participation mark. 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. Contemporary Issue Essay

This assignment involves researching and evaluating the status of a current hot issue in Europe. Choose one of the following:

1. Focussing particularly on Muslim communities, compare immigration policy in two of the following: 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 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?
5. Research essay on a topic of your choice within the timeframe covered by the course. Please see the instructor if you choose this option as your choice must be approved by the instructor before you begin work on the project.

The approach: due February 8 (5 marks).

- A. Literature search: find a minimum of two academic books and three academic articles on the subject. Use EBSCO and other current journal indexes.
- B. Internet search: use the net to find web-sites dealing with the topic. Find three reputable ones – try to get many 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).
- D. Create an annotated bibliography (list the above sources and describe what they are as well as their value for understanding the issue).

The final product: due April 5 (30 marks)

- A. The essay: your essay will be 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.
- B. The essay will contain at least 25 footnotes -- the citing of specific information, ideas, or quotes.
- C. Include a title page and proper footnote and bibliographical style. Attach your annotated bibliography.
- D. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.
- E. 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.
- F. 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 March 01** -- 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 message, theme, and 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?

6. Grading System and Other

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.

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.