

EUH 2030
WESTERN CIVILIZATION:
EUROPE IN THE MODERN ERA

Fall 2020
Live on Zoom Mon/Weds 1:00-1:50pm

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Virtual Office Hours: Weds 2-4pm
(or by appointment)

Why study Europe in the modern era?

For good and ill, Europe played a key role in shaping the modern world. Why did Europe give birth to human rights and modern democracy, but also dictatorship and genocide? How did Europe come to dominate the global south in the nineteenth century, and lose that dominance in the twentieth? What made Europe the source of both intense nationalism and the universalist ideologies that shaped our contemporary world? In this course, we will explore these paradoxes and others as we trace the social, political, and cultural history of Europe from the French Revolution of 1789 into our contemporary era.

Course Description

This survey course examines key developments of European History in the modern period. The course focuses on a broad range of topics, including social, cultural, economic, political, and intellectual developments in European countries and their expansion as imperialistic powers, and interactions with the rest of the world. It will consider how Europeans thought about themselves and their environment. Readings and assignments will help you to discover not only what happened in the past, but also, the many possible explanations for why things happened. You will identify major trends in European history, studying individuals and events as well as structural change.

How will this course help you succeed?

This course has two broad goals. The first goal is to introduce you to the discipline of history. You will learn how historians approach the past, and to understand history as a living process that continues to shape our lives today. Along the way we will learn the key themes, events, and historical processes in Modern European history. The second goal is to teach you to think critically, read analytically, and write clearly and concisely – skills you need to succeed in college or any profession. You will sharpen your ability to read critically and analyze texts; hone your abilities to think critically and construct your own evidence-based arguments.

Course Objectives

By the end of the semester, you should be able to discuss why certain events and people are important and have a sense of how history shapes our contemporary world.

After completing this class, students will be able to:

- ✓ Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to modern European history. (*Disciplinary Knowledge*)
- ✓ CO2. Gain experience reading and analyzing written arguments by engaging with a variety of types of sources. (*Critical Thinking*)
- ✓ CO3. Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper. (*Writing*)

This is also a **Global Learning Foundations** course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to do the following:

- ✓ CO4. Students will be able to construct an evidence-based argument demonstrating how local, regional, and inter-regional events shaped the interactions of two or more groups in the modern world, and the development of modern Europe since 1648 to the present (*Global Awareness*)
- ✓ CO5. Students will be able to construct an evidence-based argument that integrates multiple perspectives on issues related to modern Europe. (*Global Perspective*)
- ✓ CO6. Students will be able to consider different perspectives on a problem or controversy related to modern Europe and attempt to reach a resolution about it. (*Global Engagement*)

Finally, this a **Humanities Tier 2** course that counts towards your University Core Curriculum requirement. UCC Humanities courses teach the following skills:

- ✓ CO7. Critical thinking, interpretation of information from a variety of sources, and cultural literacy.
- ✓ CO8. Competence in reflecting critically upon the human condition, as it was and as it was understood through history, and how it has changed through time.

In order to meet these requirements, you must achieve a grade of C or better.

What is the structure of this course?

This course is a *remote synchronous hybrid* course.

- *Remote* means that this semester we will be online instead of in person.
- *Synchronous* means that we will still meet up live on Zoom at a scheduled time – from 1:00 to 1:50 p.m. every Monday and Wednesday.
- *Hybrid* means that there will also be online participation activities every week on Canvas. We will use two apps integrated into Canvas – Perusall and Etherpad – to discuss the readings and work collaboratively on small, low-stakes assignments intended to help you develop the skills outlined in the learning objectives above.

How will you succeed in this course?

Participate.

Before class each week, we will read and discuss historical documents using a platform called Perusall. These readings are the raw materials for writing our papers, and your discussions will help you to better understand them.

In class (live on Zoom) each week, we will learn important concepts from European history in the form of mini lectures, do breakout activities, and discuss writing strategies.

After class each week you complete a short writing assignment using the weekly readings as part of a ‘writing pod’ of four or five students. These low-stakes assignments will give you a chance to practice your writing skills and prepare for the papers.

Communicate. Being a student in the midst of the pandemic is tough. If you run into problems, don’t disappear; reach out to Dr. Peterson or your fellow students for help. We will be working in groups frequently this semester to help build a sense of community despite learning remotely, and keeping in frequent contact will help make that isolation easier.

Take Risks. I don’t expect you to know the ‘right answer’ or to know all the ins and outs of writing right away. That is, after all, one of the big tasks we will tackle together this semester. The more you put into the process, the more you’ll get out of it.

How will we evaluate your progress?

Written Assignments (65%). Because this course fulfills the University Core Curriculum’s Humanities in Writing requirement, we will be writing often. This semester you will write:

- ✓ Two short 500-word analysis papers on primary source documents from among the assigned readings.
- ✓ Two 1250-word argumentative essays debating major themes from the course. These papers will give you the opportunity to connect the readings with the larger themes of the course, and to develop your writing and analysis skills for college (and life!).

Participation and Virtual Attendance (30%). The best learning takes place in dialogue with me and your fellow students. Because of that, this course places an emphasis on participation. Weekly online activities are mandatory but low stakes, meaning that you will be graded less on the basis of how ‘right’ your answers are than on the effort you put into them. Participation consists of two activities every week: a) discussion of the weekly readings through Perusall, and b) your weekly small-group writing activity on Etherpad.

Because this is a ‘remote’ course and not a fully online course, the Provost is requiring students to attend the live Zoom sessions each week.

Global Learning Co-Curricular Activity (5%). In Global Learning core classes, students are required to complete one co-curricular activity that takes them outside the classroom. In normal times, that means a field trip, museum visit, attending a talk, etc – all things that are really tough to do during a pandemic. This semester, Dr. Peterson will identify some virtual exhibits that you can visit instead. This is a pass/fail assignment: after your visits, you will write a 1-page reflection on how it connects to the course, and you will get all of the points.

Extra Credit: Students who have attended one co-curricular can earn an extra credit bump of 2% to their final grade in the course by attending a second.

Grading

Grading Scale

A	93 - 100	B	83 - 86	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	0 - 59

Course Requirements

Active participation in online writing activities and Zoom	30%
Two short analysis papers (10% each)	20%
First argumentative essay	20%
Second argumentative essay	25%
Global Learning Co-curricular	<u>5%</u>
	100%

Thriving – or just surviving – amidst the pandemic

The pandemic is tough on all of us. To make it through, we have to work together. To that end, I want to lay some ground rules to help all of us out:

- If you need extra help, have to miss a Zoom meeting, or need more time with something, I will work with you – I promise. Just ask.
- You don't owe me an explanation about your mental or physical health, your personal situation, etc. I am here if you need someone to talk to about what you're going through, though, and I'll try find someone to help you if I can't.
- This semester, due dates are aspirational. What does that mean? In practice it means that you should aim to submit assignments by what we will call the '**Goal Date**,' but if you can't, you won't be penalized. Every student faces unique circumstances and challenges in the pandemic, and I want to give you the flexibility to succeed despite them. This policy goes for group assignments as well, but please reach out to me as a group in advance.
- Building a community is critical to our learning and our mental health this semester. We're in this together, and I hope we can show each other the patience, openness, and willingness to pull our weight that are needed to help everyone succeed.
- Because of the unpredictability of hurricane season and the pandemic, we will modify our goals and schedule as necessary to make sure everyone can succeed.

Academic Integrity

Academic misconduct is a serious matter which can result in the failure of this course or even expulsion. All the work that you submit must be your own, and must be properly cited. If you haven't already, I encourage you to familiarize yourself with the FIU's Code of Academic Integrity. You can find it online at: <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/>.

Resources

I highly encourage you to take advantage of academic services that FIU offers to undergraduates. They are a valuable resource for students at all levels.

The **Writing in History Program** provides assistance with papers and other written assignments, offering online and in-person tutoring appointments. Tutors have specialized knowledge of writing for History classes. For more info, please visit: <http://history.fiu.edu/tutoring>.

The **University Learning Center** provides individual peer tutoring services and general academic help: <http://undergrad.fiu.edu/cas/learning-center/>.

Counseling and Psychological Services offers limited, short-term mental health support to any FIU student: <https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/index.php>.

Inclusivity and Accessibility

I am committed to making this class as inclusive and accessible as possible. If you have concerns, preferred pronouns, or need accommodation of any type in this course, please reach out to me. Students with disabilities may also wish to contact the Disability Resources Center: <https://studentaffairs.fiu.edu/get-support/disability-resource-center/>.

Required Texts

This course does not require you to purchase any books. **All** required readings for this course are available on the course Canvas page through Perusall.

Weekly Schedule

Week 1 – The French Revolution

- 8/24 Course Introduction
8/26 The French Revolution

Readings:

Abbé Sieyès, “What is the Third Estate?”

“The Declaration of the Rights of Man and Citizen”

Olympe de Gouges, “The Declaration of the Rights of Woman” – all taken from Lynn Hunt, ed. *The French Revolution and Human Rights: A Brief Documentary History* (Bedford St Marten’s, 1996).

Week 2 – Restoration and Reaction

- 8/31 New Political Ideologies: Liberalism and Conservatism
9/2 The Industrial Revolution

Readings:

Prince Klemens von Metternich, “Results of the Congress at Laybach,” in Lualdi, ed., *Sources of the Making of the West: Peoples and Cultures*, vol. II (Bedford St. Marten’s, 2009), pages 129-132.

John Stuart Mill, *On Liberty* (1859), excerpts.

Week 3 – The Working Class and New Revolutionary Ideologies

- 9/7 NO CLASS – Happy Labor Day
9/9 The Working Class and the Rise of Socialism

Readings:

Karl Marx, *Manifesto of the Communist Party* (Marxists Internet Archive, 2010). Read Parts I (Bourgeois and Proletarians) and II (Proletarians and Communists), pp 14-28.

Flora Tristan, “Workers, your condition is miserable and distressing,” in *Sources of the Western Tradition*, vol. II. (Houghton Mifflin, 2008), pages 164-167.

“Factory Rules in Berlin (1844),” in *Sources of the Making of the West*, pages 143-6

Week 4 – Nations and Empires

- 9/14 Nationalism and National Unification, 1848-1871
9/16 Colonial Empires Abroad, 1880-1914

First short analysis paper due Friday 9/18 at midnight.

Readings:

Rudyard Kipling, "The White Man's Burden" (1899),
<http://www.bartleby.com/364/169.html>

Karl Pearson, "Social Darwinism: Imperialism Justified by Nature," in *Sources of the Western Tradition*, pages 246-248.

The Casement Report (1904), pages 60-64.

Edward Morel, *The Black Man's Burden* (1920), introduction.

Week 5 – Social Life and the Family

9/21 Women and Society in the 19th Century

9/23 Gender, Sexuality, and the 'Modern' Self

Readings:

Sarah Stickney Ellis, *The Women of England, Their Social Duties, and Domestic Habits* (London, 1839), pages 19-28.

William Acton, *The Functions and Disorders of the Reproductive Organs* (London, 1875), pages 212-214.

Florence Nightingale, *Cassandra* (The Feminist Press, 1979; orig. 1852), pages 29-33.

Emmeline Pankhurst, "Speech from the Dock" (1908)

Week 6 – The Cataclysm of the Great War

9/28 The Great War

9/30 Imperial Russia and the First Revolution

Second short analysis paper due Friday 10/2 at midnight.

Readings:

Erich Maria Remarque, *All Quiet on the Western Front* (Ballantine Books, 1987), pages 19-50.

Jacques Tardi, *Goddamn this War!* (Fantagraphics, 2013), pages 47 to 59

The 'Song of Craonne' (1917)

Week 7 – The Birth of Revolutionary Ideologies

10/5 The Russian Revolution

10/7 The Paris Peace and the Rise of Italian Fascism

Readings: Benito Mussolini, "The Doctrine of Fascism," in *Sources of the Making of the West*, pages 218-223.

Five Primary Source documents on Italian Fascism and Nazism from Roger Griffin, ed. *Fascism* (Oxford University Press, 1995): Benito Mussolini, “Trenchocracy,” The Italian Nationalist Association, “The Nationalist Blueprint for a New Italy;” Joseph Goebbels, “The Total Revolution of National Socialism;” Gottfried Benn, “The New Breed of German;” and Paula Siber, “The New German Woman.”

Week 8 – Totalitarian States

10/12 National Socialism in Germany
10/14 Stalinism in Russia

80% rough draft of the first argumentative essay due Sunday 10/18 at noon

Readings:

John Scott, *Behind the Urals: An American Worker in Russia's City of Steel* (Houghton Mifflin, 1942), excerpts.

Week 9 – The Interwar Crisis of Democracy

10/19 The Crisis of Democracy in France, Britain, and Spain
10/21 Zoom Peer-Review Session

Readings:

No readings – work on your paper draft!

Week 10 – The Second World War and the Holocaust

10/26 The Second World War
10/28 The Holocaust

Final draft of the first argumentative essay due Friday 10/30 by midnight.

Readings:

Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen* (Penguin Classics, 1992), pages 29-49.

Primo Levi, “The Drowned and the Saved,” from *Survival in Auschwitz* (Simon & Schuster, 1958), pages 87-100.

Week 11 – Decolonization and the Cold War

11/2 The Cold War
11/4 Decolonization: The End of Empire

Readings:

Frantz Fanon, *The Wretched of the Earth* (Grove Press, 1963), pages 1-21 and 235-239.

Slimane Azem, "Locust, Leave my Country," in Todd Shepard, ed., *Voices of Decolonization: A Brief History with Documents* (Bedford St. Martin's, 2015), p. 104.

Week 12 – Postwar Transformations

- 11/9 The Rise of the Welfare State and European Unification
- 11/11 NO CLASS – Happy Veteran's Day

80% rough draft of the second argumentative essay due Sunday 11/15 at noon

Readings:

Simone de Beauvoir, *The Second Sex*, translated by Constance Borde and Sheila Malovany-Chevallier (Vintage Books, 2011), pages 3-17, 283-296.

Week 13 – Postwar Transformations continued

- 11/16 Social Liberalization and the Revolutions of 1968
- 11/18 Zoom Peer Review Session

Readings:

No readings – work on your paper draft!

Week 14 – The Collapse of Communism

- 11/23 The Collapse of Communism in Eastern Europe
- 11/25 Catch-up/ paper workshopping day

Readings:

Instead of the readings this week, watch the film *12:08 East of Bucharest* (dir. Corneliu Porumboiu, 2006) on Kanopy.

Week 15 – The Future of Europe

- 11/30 Europe in a Global Era
- 12/2 What Future for Europe?

Final draft of the second argumentative essay due Friday 12/4 by midnight.

Readings:

"The Turks are Coming! Save Yourself if You Can," from *Der Spiegel*, 30 July 1973, republished in Göktürk, Gramling, and Kaes, eds. *Germany in Transit: Nation and Migration, 1955-2005* (University of California Press, 2007)

“Liibaan and Abshir,” “Mustafa,” and “Shamso” from PositiveNegatives’ *Meet the Somalis* (visit: <http://positivenegatives.org/comics-animations/meet-the-somalis/meet-the-somalis-comics/>)

Finals Week – No Classes

Individual Self-Evaluations

Final day to turn in Global Learning Co-curricular Reflections: Wednesday, 12/9.