Oberlin College  
Department of History  
Spring 2012

History 102: Modern Europe

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Course meetings: MWF 9-9:50 King 341  
Office hours: M 10-11:30; TH 1:30-3 or by appointment

The course is an introductory-level survey exploring key patterns in the development of early modern and modern European history from the period of seventeenth-century absolutism to the collapse of Eastern European Communism and the end of the Cold War in 1989-91. The last 350 years have witnessed some of the most rapid and drastic developments in European history, including the emergence of nationalism, industrialization and representative democracies. Modernity has also brought with it industrial poverty and social displacement, imperialism, colonialism and totalitarianism. These different facets raise questions about the basic nature of the so-called “progress” of the modern age. We will examine these developments in ideas, lifestyles and institutions over this critical time period.

This course is not intended, however, to be an exhaustive survey of modern European history. It is an introduction to a variety of historical methodologies and will combine approaches drawn from cultural, political, social, and intellectual history. As such, our readings will widely, and encompass primary sources and scholarly secondary accounts.

Course Goals/Objectives

Content: by the end of the semester, you should be conversant with the basic developments outlined in the course description. You should also be familiar with the key “flash points” of debate among historians concerning some of these major topics.

Skills: this course is designed to sharpen and broaden your cognitive, communication, and collaborative skills, in particular. You will be working with both secondary and primary sources, and will gain familiarity with how historians construct their arguments and critique each other’s work. The course will cultivate your communication skills, by challenging you to become effective writers, capable of analytic sophistication and synthesis, and by obligating you to become better speakers, capable of presenting clearly and concisely on discrete topics. Finally,
the course will also hone your collaborative instincts, as we mutually and respectfully work together in our discussions to “unpack” and analyze our readings.

Course Requirements

All work must be turned in to receive credit for the course. The breakdown of grades is as follows:

- Attendance/participation in weekly discussions: 20%
- Map quizzes: 5%
- Papers: 55%
- Take-home final exam: 20%

Details (further “ground rules” are at the end of the syllabus)

1. Discussion
All students are expected to do all of the course readings at the time they are indicated on the syllabus, and to actively participate in class. Readings must be brought to class in some form. Attendance is mandatory, and more than two absences (barring exceptional circumstances, of course) will have a direct and adverse effect on your grade. See “Additional Ground Rules” at the end of the syllabus for more details.

As part of your discussion grade, you will be required to post a short one-to-two paragraph discussion response to Blackboard (on six occasions) in advance of days when our class will be most heavily focused on discussion. (A list of these discussion dates is posted to Blackboard). These responses are a chance for you to raise what you think are the most crucial or interesting issues involved in the reading. I will periodically give you feedback on your discussion posts; while I will not be grading these for writing mechanics, make sure that your posts follow all rules of grammar and style. Because the primary purpose of these responses is to facilitate discussion, late postings will not be accepted for any reason. Non-submission will have an unfavorable impact on your final grade.

2. Map Quizzes
You will take two map quizzes this semester (each worth 2.5% of your grade). I will distribute a blank map and a list of possible terms several class sessions before the quiz.

3. Papers
There will be three papers for this course: a three-page primary source analysis and two five-page papers that will focus on (respectively) Mark Mazower’s Salonica and Christopher Browning’s Ordinary Men. Paper topics, style guidelines and grading criteria will be distributed in class, well in advance of the paper due dates.

4. Final Exam
There will be a take-home exam that deals synthetically with the major themes from the course.

Texts and Readings
The following books are available for purchase at the College Bookstore. While I will attempt to place a copy of each on reserve at the library, I would strongly recommend that you purchase them for your own convenience.


Other required readings will be available on Blackboard (and are indicated with an asterisk* on the syllabus).

**Week 1**

**The Old Order**

Feb. 6 Introduction

Feb. 8 Territories and Peoples

*Readings:* Hunt, 481-507

Feb. 10 Absolutism and constitutionalism


[http://www.fordham.edu/halsall/mod/1690locke-sel.html](http://www.fordham.edu/halsall/mod/1690locke-sel.html)

**Week 2**

**Beyond European Frontiers**

Feb. 13 Globalized Europe, part I: Slavery and the Atlantic World

*Readings:* Hunt, 507-508, 521-531; *Olaudah Equiano, "The Interesting Narrative of the Life of Olaudah Equiano Written by Himself"* (1789):

[http://docsouth.unc.edu/neh/equiano1/equiano1.html](http://docsouth.unc.edu/neh/equiano1/equiano1.html)

(Skim to get the general idea of his early life, then read 169-179 in Ch. IV and Chapters V-VI)

Feb. 15 Globalized Europe, part II: Cook in the Pacific

*Readings:* *Anne Salmond, The Trial of the Cannibal Dog*, 1-34

**MAP QUIZ # 1 IN CLASS**

Feb. 17 No Class

**Week 3**

**Enlightenment and the Origins of the French Revolution**

Feb. 20 Re-evaluating State and Society


Feb. 22 Revolutionary Origins
Readings:  Hunt, 581-592; *Abbé Sieyès, “What is the Third Estate?,” 154-179; *Cahiers of Grievances of the Nobility of Blois and the Third Estate of Versailles, 1-9

Feb. 24  Solidifying the Revolution
Readings:  Hunt, 599-610

Week 4  Revolution and Reaction
Feb. 27  The Terror

Feb. 29  The Napoleonic Reaction
Readings:  Hunt, 621-636, 652, 661-664; *Metternich, “Political Confession of Faith”
http://www.fordham.edu/halsall/mod/1820metternich.html

MARCH 1 (THURSDAY)
PAPER 1 DUE, 12 P.M., RICE 311

March 2  Liberal Society after the Revolution
Readings  Hunt, 652-661

Week 5  Europe in Transition
March 5  The Industrial Revolution
Readings:  Hunt, 639-651; *E. P. Thompson, The Making of the English Working Class (selections)

March 7  1848 as class crisis
Readings  Hunt, 664-680

March 9  1848 as national crisis
Readings  Hunt, 683-690

Week 6  Nation-States and their Discontents
March 12  Shifting political order: German and Italian Unifications
Readings:  Hunt, 690-698

March 14  Socialism
Readings:  Marx and Engels, Marx, The Communist Manifesto:
http://www.gutenberg.org/etext/61

March 16  The “Eastern Question:” The European Ottoman Empire in the 19th century
Readings:  Begin Mark Mazower, Salonica: City of Ghosts

Week 7  Life at the Margins
March 19  Hybrid Cities: Salonica between Greeks and Turks
Readings:  Mazower, Salonica, 3-13, 114-169
March 21  Visitors to Salonica  

March 23  Salonica and the nation-state  
*Readings:* Mazower, *Salonica*, 238-271  
**PAPER 2 DUE IN CLASS**

**SPRING BREAK!**

**Week 8**  **Imperialism and War**  
April 2  The logic (and illogic) of empire  
*Readings:* *Lord Cromer, Modern Egypt*, 546-554; Adam Hochschild, *King Leopold’s Ghost* (selections); Hunt, 729-740

April 4  Fin-de-siècle anxieties  
*Readings:* Hunt, 750-770

April 6  World War I (Part I)  
*Readings:* Hunt, 770-787

**Week 9**  **War and Revolution**  
April 9  World War I (Part II)  
*Readings:* Mazower, *Salonica*, 275-310

April 11  The war at home  
*Readings:* *Marilyn Shevin-Coetzee and Frans Coetzee, World War I & European Society* (selections); Hunt, 787-790

April 13  Revolution in Russia  
*Readings:* Hunt, 791-796

**Week 10**  **Democracy’s last gasp?**  
April 16  The postwar settlement  
*Readings:* Hunt, 797-802; Mazower, *Salonica*, 311-346  
**MAP QUIZ #2 IN CLASS**

April 18  Interwar society  
*Readings:* Hunt 803-811, 825-831

April 20  Authoritarian impulses  
*Readings:* *Benito Mussolini, My Autobiography*, 88-146; Hunt, 817-820, 831-844

**Week 11**  **War and Genocide**  
April 23  World War II  
*Readings:* Begin Browning, *Ordinary Men*; Hunt, 844-863
April 25  Race War in the East  
Readings:  Browning, *Ordinary Men*, 1-87

April 27  The Holocaust and memory  
Readings:  Browning, 141-223; *Daniel Goldhagen, “The Evil of Banality”

**Week 12  The new order: 1945 and beyond**
April 30  Cold War and European peace  
Readings:  Hunt, 863-889

May 2  Decolonization  
Readings:  Hunt, 889-897

**MAY 3 (THURSDAY)**
**PAPER 3 DUE, 12 P.M., RICE 311**

May 4  Migration and the Changing face of Europe  
Readings:  *Mike Phillips, Windrush, 120-142, 158-180

**Week 13  Cold War Endings**
May 7  1968 and onward  
Readings:  Hunt, 922-937; *Ludvík Vaculík, “Two Thousand Words to Workers, Farmers, Scientists and Everyone,” 126-130

May 9  1989 and the Collapse of the Cold War Settlement  
Readings:  Hunt, 937-944, 947-957

May 11  Whither Europe?

**TAKE-HOME FINAL DUE BY MAY 17, 11 A.M.**

**Additional Ground Rules:**

1. Papers must be either one and a half-spaced or double-spaced and have one-inch margins, and should not employ anything larger than 12-point font.

2. Deadlines are to be taken most seriously. I will automatically grant you one extension on one of the three papers. You must e-mail me before the paper is due; you do not need to explain the circumstances necessitating the extension. The extension will be for 72 hours. Barring exceptional emergency circumstances, I will not grant you an extension on another paper. Normally, I take off 1/3 of a letter grade for every 24 hours a paper is overdue.

3. All work turned in for this course must be your own, and is subject to the Honor Code. This pledge states: “I affirm that I have adhered to the Honor Code in this assignment.” If you have questions about what constitutes plagiarism, please see me or raise the issue in class.
4. Any student who misses more than five classes (again, barring exceptional emergency circumstances) may not receive a passing grade. This does not, however, give you license to miss four classes; as noted earlier, more than two absences, barring those that have been cleared with me in advance, will have a direct and negative impact on your overall grade, not just your discussion grade.

5. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Jane Boomer in the Office of Disability Services in Peters G-27/G-28.