

HISTORY 106: EUROPEAN CIVILIZATION II

THINK 2012: July 13 – 31, 2020

Davidson Academy

Instructor Information:

Prof. Edward (Ned) Schoolman

Office hours: I will be available immediately before or after class for short consultations; I am also available via e-mail.

Course Description: This course is a survey overview of the history of Europe, broadly conceived, from the fifteenth century to the present, with an emphasis on the birth of colonialism and global empires, the rise of nationalism, and Europe's cultural and social revolutions. Some topics of note include the French Revolution and Napoleon, the creation of the British Empire, the unification of Italy and Germany, the Industrial Revolution, Socialism and Communism, and the First and Second World War. In History 106, European Civilization, we are going to give our attention to some of the significant early events that helped to construct the "western" world.

Meeting Time & Place: As part of the THINK Summer Institute, it will meet from from July 13-31, 2020, and from 2-5.

Outside Time Commitment: A 3-credit class requires an average of 12-15 hours of preparation time **outside of class** per week. For this course, this time is expected to be spent on reading and assignments.

Course Format: We will be meeting for 15 hours per week over the course of 3 weeks. To make class time both interesting and valuable, the format will be more like a seminar than a traditional lecture-based course. As such, it requires active engagement; questions should be raised and answered by the entire class; this will be especially true during the "flipped classrooms," when student will be responsible for the majority of the daily lecture. But, ultimately, much of the work of the course will be accomplished when you are sitting down alone doing the reading and writing assignments. Reading and writing assignments are designed both to provide basic information about history and culture *and* to introduce problems of interpretation and analysis.

Textbook & Other Resources:

- The following books will be used for this course (**will be ordered and provided by the THINK program**):
 - Hunt, et al., *The Making of the West: Peoples and Cultures* (value edition), *volume 2*, 6th edition (Bedford-St. Martins: Boston; New York, 2019) [This is the textbook, ISBN 978-1319105020]
 - Lualdi, *Sources of the Making of the West: Peoples and Cultures*, *volume 2*, 6th edition (Bedford-St. Martins: Boston; New York, 2018) [This is the course reader, ISBN 978-1319154523; you must bring this with you to each class; sources from this text will be in **bold** in the course schedule]
- Additional readings will be required for some topics. When required, such readings will be found in your course packet (distributed the first week of class) and will also be posted to webcampus.
- **Please bring the READER (Lualdi, *Sources of the Making of the West*) to class every day, and the Packet on days when we have read texts from it.**

Reading Assignments: There are approximately 250 pages of reading each week split between the textbook and primary sources. Please be sure to complete the assigned readings **before** class. Read actively, outline the material, prepare questions (especially about the primary sources), and notice when the readings offer differing interpretations and emphases or when the lectures present a point of view that seems to disagree with the readings.

- Primary sources are sources (texts, archaeological and artistic artifacts, etc.) from the time period that we are studying. These sources form the basis for empirical study of the past. When reading primary sources, be aware that despite their relative brevity, preparing them takes time. Understanding source material is a matter of interpretation and contextualization, and **you must spend some time thinking about them before class**. Your active participation in interpreting primary sources is a key component of this course.

- Secondary scholarship, by contrast, refers to the writings of modern scholars about the past; in this case, it is both lectures and your textbook. This distinction is quite clear when we are studying the ancient or medieval world: for example, you won't mistake the writings of Churchill or Kennedy for the Hunt textbook. However, keep in mind that modern scholars themselves live "in history"; their ideas and words are themselves shaped by history. Just as we need to study Plato and Dante through a critical lens, so, too, we need to read modern scholarship with great attention to its assumptions, tendencies, and even prejudices.

Course Requirements:

In order to facilitate the above objectives, the following responsibilities of the students are required:

- 1. Attendance.** Attendance is mandatory in this course. Class attendance is essential to success in this course. Because we will be covering a large sweep of history in a short time, and because the ability to identify trends at work in different periods of European and western history is central to the course, absences will seriously impede your understanding of the material, and will be clearly reflected in your work. As much of the course will involve group discussions, so your active presence is extremely important. Barring physical illness or the like, students are expected to attend class each day.
- 2. Participation.** Active participation in this class is essential. Here are the components of participation that I expect:
 - a. Coming to class prepared. Readings and any homework assignments should be completed before class. It is essential that each student *carefully* read the assigned readings and come prepared to discuss them each day. Please read with discussion in mind, jotting down questions or thoughts as you go.
 - b. Paying attention during lectures, discussions, and when other students ask questions. Please turn off your cell phones, iPods, etc. You are welcome to take notes with a laptop, but surfing the internet during class time is not appropriate.
 - c. Offering comments during class that are pertinent to the material.
 - d. Asking questions when you have them.
 - e. Supporting others in class who are asking questions or making contributions.
 - f. Disagreeing constructively and respectfully with course material or other students' opinions when appropriate.
- 3. Quizzes.** To emphasize the importance of reading the assignments before class each day, there will be a quiz based on the readings at the beginning of many classes (6 in total). It will include short answer, ids, and multiple-choice questions, and designed to test the comprehension of the primary sources and synthesis with larger historical questions.
- 4. Flipped Classroom Student Instruction.** In small groups, students will be asked to lead discussions and exercises based on pre-read primary sources at least once per term. This is a graded assignment
- 5. Text Explications.** Over the course of the term, there will be 6 text explications due. Text explications are short (2-3 pages) written assignments based on the readings, lectures, and primary sources from the course, but are focused on a single primary source. Your explication must provide critical analysis of the passage's context (who wrote it? what is their perspective? why?) content (what does it say, in a nutshell) and most importantly its broader historical and cultural implications.

Course Policies on Grading: The percentage distribution reflects the relative importance of each of the course requirements.

- Attendance (10 x 15) = 150 points
- Participation (10 x 15) = 150 points
- Quizzes (30 x 6) = 180 points
- Text Explications (50 x 6) = 300 points
- Flipped Classroom (100 x 1) = 100 points

Final course grades will be assigned according to the following scale:

A+	≥ 96.66
A	≥ 93.33
A-	≥ 90.00
B+	≥ 86.66
B	≥ 83.33
B-	≥ 80.00

C+	≥ 76.66
C	≥ 73.33
C-	≥ 70.00
D+	≥ 66.66
D	≥ 63.33
F	< 63.33

Statement Concerning Academic Standards

Academic dishonesty will be dealt with as severely as possible. Cheating will not be tolerated: *Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university UAM 6502.*

Definition of scholastic dishonesty:

Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing (misrepresenting as one’s own anything done by another); engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned; obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing records of academic achievement; depriving another of necessary course materials or sabotaging another’s work.

If you have any questions or doubts about specific cases of documentation or citation, please ask me.

Course Outlook: I believe that European history is crucial for understanding the world today. Over the course of three millennia, societies emerged with drastically different perspectives on all aspects of their reality. Their outlook, their prose, and their poetry is as savvy as anything produced in the last century, but there is much we do not, and cannot know. We must keep in mind their limitations, and our own, as we make our way through their world.

COURSE SCHEDULE

Date	Topic	Reading Assignment
WEEK 1		
July 13	Introduction and Icebreakers Expectations and Assignments “European Civilization in 1500”	Bernal Díaz, <i>True History of the Conquest of New Spain</i> Bartolomé de Las Casas, <i>In Defense of the Indians</i> Martin Luther, <i>Freedom of a Christian</i>
July 14	Wars of Religion <ul style="list-style-type: none"> • Quiz 1 • Text Explication 1 	Hunt, pp. 435-480 John Calvin, <i>Articles Concerning Predestination and The Necessity of Reforming the Church</i> Henry IV, <i>Edicts of Nantes</i> Michel de Montaigne, <i>Of Cannibals</i> <i>The Trial of Suzanne Gaudry</i>
July 15	Absolutism and Constitutionalism <ul style="list-style-type: none"> • Flipped Classroom 1 	Hunt, pp. 481-520 <i>Trial of Charles I</i> Thomas Hobbes, <i>Leviathan</i> John Locke, <i>The Second Treatise</i>
July 16	The Atlantic System <ul style="list-style-type: none"> • Quiz 2 	Hunt, pp. 521-560 <i>The Interesting Narrative of the Life of Olaudah Equiano written by Himself</i> Peter I, <i>Decrees and Statues</i> Voltaire, <i>Letters Concerning the English Nation</i>
July 17	Enlightenment <ul style="list-style-type: none"> • Text Explication 2 	Hunt, pp. 561-598 Jean-Jacques Rousseau, <i>Discourse on the Origin and Foundation of Inequality among Men</i> Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> Frederick II, <i>Political Testament</i>
WEEK 2		
July 20	French Revolution <ul style="list-style-type: none"> • Quiz 3 • Text Explication 3 	Hunt, pp. 599-620 Abbé Sieyès, <i>What is the Third Estate?</i> National Assembly, <i>Declaration of the Rights of Man</i> Olympe de Gouges, <i>Declaration of the Rights of Women</i> Maximilien Robespierre, <i>Report on the Principles of Political Morality</i>
July 21	Napoleon <ul style="list-style-type: none"> • Flipped Classroom 1 	Hunt, pp. 621-638 <i>The Chronicle of Abd al-Rahman al-Jabarti</i> Sources on Napoleon as Emperor [Packet]
July 22	Industrialization and its Consequences <ul style="list-style-type: none"> • Text Explication 4 	Hunt, pp. 639-682 <i>Factory Rules in Berlin</i> <i>Testimony Gathered by Ashley’s Mines Commission</i> Friedrich Engles, <i>Draft of a communist Confession of Faith</i> William Radcliffe: On Power Looms, 1828 [Packet]
July 23	Politics and Culture of the Nation-State <ul style="list-style-type: none"> • Flipped Classroom 2 	Hunt, pp. 683-728 Peter Kropótkin, <i>Memoirs of a Revolutionist</i> Camillo di Cavour, <i>Letter to King Victor Emmanuel</i> Rudolf von Ihering, <i>Two Letters</i> Charles Darwin, <i>The Descent of Man</i>
July 24	Imperialism and the Road to Modernity <ul style="list-style-type: none"> • Quiz 4 	Hunt, pp. 729-778 Jules Ferry, <i>Speech before the French National Assembly</i>

		<p>Ndansi Kumalo, <i>His Story</i> Émile Zola, “<i>J’accuse!</i>” Rudyard Kipling, <i>The White Man’s Burden</i> and <i>Editorial from the San Francisco Call</i> Capt. F. D. Lugard: <i>The Rise of Our East African Empire</i>, 1893 [Packet] The Earl of Cromer: <i>Why Britain Acquired Egypt in 1882</i>, (1908)</p>
WEEK 3		
July 27	World War I <ul style="list-style-type: none"> Quiz 5 	Hunt, pp. 779-824 Fritz Franke and Siegfried Sassoon, <i>Two Soldiers’ Views</i> L. Doria, <i>Women on the Home Front</i> John McCrae, <i>In Flanders Fields</i> [Packet] The US Espionage Act, May 16, 1918 [Packet] Zimmerman Telegram [Packet] Treaty of Versailles, Jun 28, 1919 [Packet]
July 28	Interwar Years <ul style="list-style-type: none"> Text explication 5 	Hunt, pp. 825-848 Benito Mussolini, <i>The Doctrine of Fascism</i> Adolf Hitler, <i>Mein Kampf</i> <i>Eye Witness Accounts of the Bombing of Guernica</i> Neville Chamberlain, <i>Speech on the Munich Crisis</i>
July 29	World War II <ul style="list-style-type: none"> Flipped Classroom 	Hunt, pp. 849-868 Molotov: <i>Reaction to German Invasion of 1941</i> [Packet] US Declaration of War against Germany ,1941 [Packet] Anglo-American Mutual Aid Agreement, 1942 [Packet] Newspaper reports on the Battle of Montecassino [WEB] Michihiko Hachiya, <i>Hiroshima Diary</i>
July 30	The Cold War <ul style="list-style-type: none"> Text Explication 6 	Hunt, pp. 869-908 <i>Formation of the Communist information Bureau</i> <i>Letter from President John F. Kennedy</i> Winston Churchill, “Iron Curtain Speech” [Packet] NATO Charter [Packet] Time Magazine, <i>Man of the Year 1956</i> [Packet]
July 31	A New Europe? <ul style="list-style-type: none"> Quiz 6 	Hunt, pp. 909-946 <i>Glasnost and the Soviet Press</i> Preamble to the Treaty of Rome (European Community) [Packet]