

History 240B (A01)

Subject to change

Europe: Napoleon to the European Union

January-April 2016

Mondays and Thursdays, 1:00-2:20pm

CRN: 21903



Instructor: Dr. K. Semmens

Office hours: Mondays and Thursdays, 10:00am-11:00am, or by appointment

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COURSE DESCRIPTION

In History 240B, we will investigate the history of Europe from the rise of Napoleon in 1800 to its changing face in the present day. The course links political, social, cultural and economic developments within the leading states of continental Europe to key concepts like imperialism, industrialization, causes of war and peace, new ideologies, and mass politics. The “big” historical events and well-known figures of the 19th and 20th centuries will naturally be covered (eg. the origins of the First World War), but lesser known stories (eg. the origins of mass tourism) will also be explored.

LEARNING OUTCOMES

Students who successfully complete requirements for History 240B will be able to:

- describe and compare the issues faced by many continental European countries between 1800 and the present
- identify key turning points in 19th and 20th century European history, and describe the relationship between those turning points and various political, social, cultural and economic consequences in individual countries
- distinguish broadly shared trends (eg. rise of fascism) in Europe
- identify, describe, and evaluate distinct scholarly approaches to historical questions about this period
- read original evidence, scholarly arguments, and relevant popular depictions closely and critically
- complete an independent research essay, exploring and synthesising a range of sources, weighing their relative merits and limitations, and crafting a coherent and convincing final argument
- explain and evaluate themes, concepts, and approaches relevant to the cultural history of Europe in the 19th and 20th centuries

We will practice these skills regularly in reading for discussions, debating and discussing assigned readings and ideas, writing formal examinations and/or article analyses, and researching and writing research essays.

REQUIRED TEXTBOOKS

McKay et. al., *A History of Western Society, Volume C - From the Revolutionary Era to the Present*. 11th edition. (2014)

*Please note: It is essential that you purchase the volume, edition and accompanying LaunchPad access code on sale at the UVic Bookstore. To access online material, see the instructions provided with the textbook and input your personal student access code.

EVALUATION

1. Article Analysis – or – Midterm Examination	20%
2. Research Essay	40%
3. Final Examination	30%
4. Discussion Group Participation Mark	10%

NOTE: Students must complete Assignments 1, 2 and 3 to pass the course.

ASSIGNMENTS

* Please note: no written assignments will be accepted by e-mail!

Assignment 1 (20%): Students will submit **EITHER** one article analysis **OR** write the midterm exam. Students may not do both and take the higher mark. You do not need to inform me ahead of time of your choice.

Article Analysis:

This assignment is due Monday, 1 February 2016, at 1:00pm. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** Students will choose between two articles: Sandie Holguin, “‘National Spain Invites You’: Battlefield Tourism during the Spanish Civil War”, *The American Historical Review* 110, n. 5 (2005): 1399-1426 **OR** Mary Neuburger, “*Kebabche*, Caviar or Hot Dogs? Consuming the Cold War at the Plovdiv Fair 1947–72”, *Journal of Contemporary History* 47, n. 1 (2012): 48-68. The articles can be found online via the UVic library homepage. Students will then answer, **in a two page, double-spaced typewritten document**, the questions posed below *in the order they are asked:*

1. What is the author’s central thesis and other key arguments?
2. What kinds of sources has the author used?
3. Does the author criticize other existing historiography on this subject?
4. What is most effective about the article and what are some of its weaknesses in your view?

Include a cover page and **use footnotes or endnotes** (in proper format with specific page numbers) for references.

*NB: If you do not submit an article analysis by 1:00pm on 1 February, you will be writing the midterm exam (see below).

Midterm Exam:

This 75 minute exam on Monday, 22 February 2016, at 1:00pm will evaluate mastery of the lectures and all the readings to date, including discussion group readings. It will be comprised of short answer questions and a longer essay.

*NB: Students who submitted an article analysis do not need to attend today.

Assignment 2 (40%): Research Essay (due: 1:00pm, Thursday, 10 March 2016)

See the list of suggested topics and further details later in this syllabus. You **MUST** sign up for a topic (by sending me an e-mail with your 1st, 2nd and 3rd choice) or submit a proposal for a different topic no later than **3 March 2016**. The essay deadline is firm. A penalty of 3% per day (including weekends) will be deducted for late papers. **NO PAPERS WILL BE ACCEPTED AFTER 24 March 2016.**

In special circumstances a student may arrange for an extension. Such arrangements must be made in person no less than one week before the paper is due. I do not accept requests for extensions over the phone or by e-mail. There are no re-writes once a paper has been submitted.

The essay should:

1. Be 2000-2500 words in length (you must include a word count at the end)
2. Be typed and double-spaced (12 point font with sufficient margins)
3. Include page numbers
4. Include a "Works Cited" (ie. books and articles actually referenced in your notes, NOT simply a list of books and articles on the topic)
5. Use footnotes or endnotes to cite your sources, with specific page references. Consult the Departmental style guide, available online, for proper format. ***Essays that do not include proper footnotes or endnotes will not be marked.***
6. Cite a minimum of **FIVE** different academic sources, *including at least one full length book (monograph)*. Articles from reputable, academic journals available online are fine, but internet sources (eg. Wikipedia) may only be used in addition to the required five sources, and the complete web address and the date on which they were accessed must be provided. Course textbooks may also be used, but only in addition to your five other sources. Ditto for incomplete Google books, newspaper or magazine articles, book reviews, dictionaries, atlases and encyclopedias!
7. Have a clear and strongly argued thesis statement. Introduce your reader to your argument in the first paragraph (Introduction) and use the following paragraphs to defend your claims.
8. Include a cover page with essay title, student name and number, class (History 240B A01) and instructor name (Dr. K. Semmens).
- 9. Please note: I reserve the right to use plagiarism detection software or other platforms to assess the integrity of all student work.**

SEE THE LIST OF POSSIBLE ESSAY TOPICS FOR MORE DETAILS.

Assignment 3 (30%): Final Examination (April 2016)

This two-hour exam will evaluate mastery of lecture material, seminar discussions and readings from both the McKay textbook and online sources. Format will be a mix of short answer identification questions and longer essays. Students are required to wait until the final examination timetable is posted before making travel or work plans.

Assignment 4: Discussion Groups (10%)

The class will be divided into two to four groups (dependent on final class size) that will each meet four times to discuss readings and primary sources from the McKay textbook and online (see the COURSE SCHEDULE below). Students are expected to participate actively in these discussion groups. *Attendance is expected but is not sufficient for a passing participation grade.* The quantity and quality of your comments will be assessed: ie. how much you say and what you say!

PLAGIARISM

PLAGIARISM IS A SERIOUS ACADEMIC OFFENCE. See the attached information on plagiarism and cheating (final pages of the syllabus). Students are expected to submit their own original work and are not permitted to re-submit material written for another course. Plagiarism consists of using the words and ideas of another author without appropriate citation, including material taken from Internet websites. **Please note: I am required by the History Department to submit all cases of suspected plagiarism to our Undergraduate Coordinator for further investigation without exception. If you still have questions, please ask me.**

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

COURSE SCHEDULE AND READINGS

- January 4 Course Introduction and Background
 McKay, 619-630
- January 7 The Rise and Fall of Napoleon
 McKay, 630-631, 634-640
- January 11 The Revolutions of 1848
 McKay, 684-685, 690-699, 706-713
 Suggested: McKay, 648-679
- January 14 The French and Russian Empires in the 19th Century
 McKay, 705-706, 752-756, 764-765
- January 18 Unifying Italy and Germany
 McKay, 756-762
- January 21 **WRITTEN ASSIGNMENTS WORKSHOP**
- January 25 1st Discussion Group – The Modern City**
 McKay, 719, 722, 727; Online Document Assignment 22, “Life in the Modern City on Film” via Launchpad
- NOTE – THE QUESTIONS AND QUIZ ARE FOR PREPARATION ONLY
AND DO NOT NEED TO BE SUBMITTED
- *Specific times and locations for each group to be determined**
- January 28 Mass Culture at the Fin-de-Siècle
 McKay, 725-733, 870-881
- February 1 The Road to World War One
 McKay, 822-830
- *ARTICLE ANALYSIS DUE***
- February 4 The Great War
 McKay, 830-842

February 8 and 11 **NO CLASSES (READING BREAK)**

February 15 2nd Discussion Group – War and Revolution

McKay: 833, 834-835, 841; Chapter 25 – Documents from Sources for Western Society, via Launchpad

NOTE – THE QUESTIONS AND QUIZ ARE FOR PREPARATION ONLY AND DO NOT NEED TO BE SUBMITTED

Specific times and locations for each group to be determined

February 18 The Russian Revolution(s)

McKay, 765-769, 842-848

February 22 ***MIDTERM EXAM***

February 25 Weimar Germany

McKay, 849-853, 857-858, 880-885, 911-912

Suggested: McKay, 912-916

February 29 German and Italian Fascism

McKay, 898-900, 908-910

March 3 The Great Depression

McKay, 885-888, 890-893

March 7 The Spanish Civil War

March 10 The USSR: From Lenin to Stalin

McKay, 900-908

RESEARCH ESSAYS DUE

March 14 3rd Discussion Group – Propaganda and War

McKay: 901, 916-917; Chapter 27 – Documents from Sources for Western Society via Launchpad

NOTE – THE QUESTIONS AND QUIZ ARE FOR PREPARATION ONLY AND DO NOT NEED TO BE SUBMITTED

Specific times and locations for each group to be determined

- March 17 World War II
McKay, 916-923, 927-931
- March 21 The Holocaust and Other Nazi Crimes
McKay, 776-781, 923-927
- March 24 The Cold War and the Fall of the USSR
McKay, 934-942, 948-956, 972-74, 981-983, 997-1003
- March 28 **NO CLASS (EASTER MONDAY)**
- March 31 European Cooperation/ Final Exam Overview
McKay, 944-947, 1016-1020, 1024-1029

April 4 4th Discussion Group: Globalization

McKay: 1018-1019, 1027; Online Document Assignment 30, “Contesting Globalization” via Launchpad

**NOTE – THE QUESTIONS AND QUIZ ARE FOR PREPARATION ONLY
AND DO NOT NEED TO BE SUBMITTED**

Specific times and locations for each group to be determined

History 240B (A01)

Research Essay Topics (Essays Due: 10 March 2016)

* MAXIMUM **FOUR** STUDENTS PER TOPIC. Sign up by e-mailing Dr. Semmens (ksemmens@uvic.ca) with your 1st, 2nd and 3rd choices.

Deadline for topic sign-up: 3 March 2016.

These questions are designed as possible topics for your essays. You may reformulate them to suit your own interests and research. Students may write on a topic of their own choosing, provided it concerns 1) **CONTINENTAL EUROPE** and 2) **the years 1800-1990s** (approximately). If you want to write on a different theme, within these boundaries, you must get my permission by submitting a one page, double-spaced, typewritten document containing a brief description of your topic and at least three secondary sources you plan to consult. This proposal **MUST** be submitted and approved by 3 March 2016.

- 1) Why was the Dreyfus Affair so divisive for France's Third Republic?
- 2) Why did Tsar Alexander II liberate Russian Serfs?
- 3) Why did Stalin succeed, and Trotsky fail, to become Lenin's successor?
- 4) What were the main causes of Germany's November Revolution?
- 5) Why did the European democracies not aid the republican cause during the Spanish Civil War?
- 6) How important was the Hitler Youth movement in maintaining support for the Nazi regime?
- 7) Analyse collaboration with the Nazis in the Netherlands, France, Belgium **or** Norway during World War Two. How extensive was it?
- 8) Why did East Germany build the Berlin Wall? Did it work?
- 9) Was the Warsaw Ghetto Uprising of 1943 doomed to failure?
- 10) What were the major consequences of the German Liberals' failure at the Frankfurt Assembly of 1848?
- 11) Who benefited more from the Lateran Accords: Mussolini or the Pope?
- 12) How did the Industrial Revolution impact women's lives in continental Europe?
- 13) Why did the League of Nations fail?
- 14) What drove European integration in the 1950s and 1960s?
- 15) Examine the student revolts of 1968 in a continental European country of your choice. What were the protesters' key grievances and what did they achieve?
- 16) What mistakes, if any, were made at the Congress of Vienna and what long-term consequences did they have?
- 17) Was the outcome of the 1968 "Prague Spring" inevitable?