



Modern European History Syllabus

Term: 2011-2012

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Course Description

The course in Modern European History is intended to enable students to acquire knowledge of the major events and historic trends in European society from approximately 1450 to the present, and to develop an understanding of the principal themes running through European history in their political, economic, social, intellectual and cultural contexts, and also to develop an ability to analyze historical evidence and to express an understanding of it in their writing. As such, it is akin to the Advanced Placement course in European history taught elsewhere, without the constrictions of it. (Any student wishing to take that AP Exam, however, may do so). A course in European History should emphasize the need for students to look at historical content from differing points of view, reading different historians, finding different perspectives. Where one group of students might see the French Revolution, for example, as the crisis of an entrenched three-estate system; another might see it as an unhappy succession of unintended consequences, while yet another might see it as a crisis of the national debt and the banking system, and still another might focus on the central importance of the price of bread.

Indeed, at times, students will often be asked to look beyond traditional battles and dates and the actions of kings and queens, and turn to the lessons of the *Annales* school. Was it the myopic policies of Louis XIV which led to French failure in the War of Spanish Succession, or was it the hard freeze in the winter of 1709? What were the working conditions in pre-revolutionary France? What did people eat? How did they dress? How many children did they have? Why do so many 18th century fairy tales have evil stepmothers? How long did it take a sack of salt to travel from Paris to Marseilles in 1760? In 1789? History becomes human as students begin to see first-hand “*the ancient weight of inertia which was the kingdom of France in all its customs and privileges, pays, fiefs, seigneuries, and parishes*” (Simon Schama), and they discard preconceived notions (or textbook and film notions) of the Revolution as a mere Marxist class struggle.

At the same time, seeing God’s purposes in history is not always easy. Yet, the renewal of Christian views of Western and European history during and since World Wars I and II, wars which shattered all of our presumptions about progress and human perfectability, developed rapidly in the aftermath of T.S. Eliot’s *The Wasteland*. Herbert Butterfield criticized the tendency of historians to warp the past to see it in terms of the issues of the present. Eliot emphasized a renewed reverence for the past, criticizing modern man’s unthinking willingness always to accept change in things without knowing why they were the way they were, while also challenging us to look in the mirror and accept responsibility. Christopher Dawson, who influenced Eliot, wrote these words:

If our civilization is to recover its vitality, or even to survive, it must cease to neglect its spiritual roots and must realize that religion is not a matter of personal sentiment which has nothing to do with the objective realities of society, but is, on the contrary, the very heart of social life and the root of every living culture.

Students of European history are not expected to be theologians, but, they are asked to see that there is a two-fold Christian perspective upon it: a recognition of the reality of evil in human nature, and of the presence of the image of God in human nature. They must strive to see themselves as part of a living tradition, both of culture and of faith, which affects them personally. In history, they will grapple with ideas. They will encounter both Protestant

and Catholic views of the Reformation, pit Pierre Goubert against Voltaire when studying the court of Louis XIV, immerse themselves in the minutiae of Fernand Braudel when studying the *Ancien Regime*, and certainly learn the differing views of men like Burke, Carlyle, Lefebvre, Cobban, Furet and Schama on the French Revolution.

Historiography is important, and the traditional, rhetorical use of “appeals to Authority” should become a regular feature in students’ arguments and in the essays they write as they stake out their own positions on historical topics, or bring original insights into classroom discussion. In what is a thematic approach to European history, students will encounter intellectual and cultural developments, such as changes in religious thought and practice, the secularization of learning and culture, scientific and technical changes and their consequences; they will study political developments, such as the rise and functioning of the modern state, the extension and limitation of human rights and liberties, and the emergence of nationalism; and they will look at social and economic developments, such as the shift in social structures from hierarchical orders to modern social classes, the changing role of women, and the origin, development, and consequences of industrialization. Thus, the course of European history is not merely linear and chronological, but intellectually rich in its ideas and ideals, and in the accumulated wisdom of many lifetimes, for all those who give themselves to the study of it.

Required Texts

***Western Civilization, 2nd Edition, Jackson J. Spielvogel*
West Publishing Company, Copyright 1994, ISBN 0-314-02794-7**

***Sources of the Western Tradition (Volume Two: From the Renaissance to the Present), Sixth Edition*
Perry, Peden, Von Laue, Houghton Mifflin, Copyright 2006 ISBN 0-618-47387-4**

***Optional text: The Great Cat Massacre, Robert Danton*
Basic Books, Copyright 1984 ISBN 394-72927-7**

A word to students about the texts:

Spielvogel’s *Western Civilization* is a widely-used and comprehensive political history of Europe. The sourcebook, entitled ***Sources of the Western Tradition***, edited by **Perry, Peden, and von Laue**, adds primary documents to the reading. The class will also read pre-revolutionary 18th century history in both **Robert Danton’s *The Great Cat Massacre*** and excerpts provided from **Fernand Braudel’s *Civilization and Capitalism***, as well as a chapter or two on the French Revolution from **Simon Schama’s *Citizens***. But, in order to obtain a much better understanding of the political and economic across the broader scope of European history, you should also read, now and then, from one of the alternative histories available to you. ***A History of Western Society***, by **McKay, Hill & Buckler** is an excellent social history of Europe. ***History of the Modern World*** by **Palmer, Colton and Kramer** is a more political history which is full of excellent maps (and is absolutely great on the French Revolution). Much more exhaustively detailed, ***A History of Modern Europe*** by **John Merriman**, is a wonderful synthesis of political, social and economic history. ***Civilization in the West*** is an image-based approach by Mark Kishlansky. And the brilliant ***Europe: A History***, by **Norman Davies**, has unusual maps and eclectic insights. Occasionally, I will ask students to draw insights from one or another of these authors, or assign readings, making the texts available.

Readings Syllabus

In the syllabus below, only the pages from (1) Spielvogel (SPL), and (2) Perry, Peden, and von Laue (Ppvl), along with other specific readings listed in boldface and in RED, are required reading.

The other page numbers listed in your syllabus are *suggested* readings, which can be found in books placed on take-home Reserve in the classroom, and they are NOT required, but are there for your benefit. Those texts include McKay, Hill, & Buckler (MHB, 8th edition, my own copy), Palmer & Colton (PC, my own copy), John Merriman (JM, my own copy), Norman Davies (ND, my own copy), and Mark Kishlansky (MK, Veritas Academy copy).

[The lists of questions are there simply as prompts, sometimes assigned, for classroom discussion.]

*** NOTE: the web sites listed with long URL’s are accessible as actual links in the on-screen version of the syllabus, which I will also can make available on a CD-ROM for each student.**

WEEKS 1-3

The Face of Europe

1. Introduction: The idea of Europe. Concepts of polity, economy, culture. The physical and cultural geography of

Europe, the importance of maps, the *Annales* School approach. We will begin our formal assignments not with reading, but with a **MAP PROJECT**, a blank map of Europe for you to fill in over time. For maps of Europe: <http://www.lib.utexas.edu/maps/europe.html>

The Medieval Legacy

2. **SPL 354-360**; Europe's first apogee c.1300 – the highpoint of the Middle Ages. Read any handouts given, notably *The Spirit of the Middle Ages*, which is an old Life magazine pictorial essay, and the eloquent study of the spirit of 12th century Europe in **excerpts from Henry Adams' *Mont St. Michel and Chartres***.
<http://www.fullbooks.com/Mont-Saint-Michel-and-Chartres.html>

The Crises of the Later Middle Ages

3. The Black Death. **SPL 371-377**; (MHB 379-386; PC II 460-490, ND 409-412). **Handout: Boccaccio's account of the plague in Venice**. Qs: What was the **Black Death**, and why was Europe vulnerable in 1347? How far did it spread, and what counter-measures were attempted? What were the psychological effects?
<http://www.fordham.edu/halsall/source/famin1315a.html>
4. **SPL 380-388**; (MHB 386-392; ND 419-427). **The Hundred Years War** and its Consequences; Qs: What caused this protracted and disastrous conflict? Why were the English so successful up to the 1420s, but the losers thereafter? What were the major social and political (constitutional) changes brought about by the war between 1350 and 1450? For Chronicles of Froissart, see: <http://www.fordham.edu/halsall/source/froissart1.html>
5. **SPL 390-395**; (MHB 392-396; PC 49-53, ND 401-404): **The Decline of the Church's Prestige**. Qs: What was the medieval Church? What were (a) the Babylonian Captivity? (b) the Great schism? The Conciliar movement? Why was Hus betrayed by the Emperor, and was it any less premonitory than the burning of Joan of Arc? See: <http://www.fordham.edu/halsall/sbook1m.html#The%20Hundred%20Years%20War>
6. **SPL 395-404**; (MHB 396-409) The Life of the People (MHB has good insets on Christine of Pisan and Jan Hus); The social life in the parish; fur-collar crime; peasant revolts; the frontiers; rise of vernacular literatures and secular education. The Church: <http://www.medievalchurch.org.uk/index.html>

European Society in the Age of the Renaissance

7. **SPL 406-419**; (MHB 415-419; PC 53-62); **PPvL 12-15**; (ND 469-482). Qs: What do we mean by the Renaissance? What brought it about? Where were its centers? What developments in the Italian economy, and in the communes, and in relations among the emergent city-states signaled an end to the Middle Ages? Why is Machiavelli's political thought representative of the new age? For the text of **Machiavelli's *The Prince***, go here: <http://www.constitution.org/mac/prince00.htm>

WEEKS 4-6

8. **SPL 420-433**; **PPvL 2-11**; (MBH 420-428, 448-449; PC 95-105; see MK on Renaissance Art). Qs: Why are humanism, individualism and secularism the defining characteristics of Renaissance intellectual life? Who were the great humanists? What was the connection between art and power? In what ways did the status of the artist change after 1500? Who are the great Renaissance artists (**class project**) and how did they change the function of art?
On Renaissance Art: <http://www.ibiblio.org/wm/paint/glo/renaissance/>
9. **SPL 434-443**; (MBH 428-437; PC 59-66; MK "*A Civic Procession in Venice*"). Qs: In what ways did the Renaissance change society? What changes were there in education and manners? Who was Petrarch? Who was Mirandola? Leonardo Bruni? What was Ciceronianism?
<http://www.ibiblio.org/expo/vatican.exhibit/exhibit/c-humanism/Ciceronianism.html>
10. What were gender relations in the Renaissance? What was the status of women? Compare it to the Middle Ages. How was social life affected by technological change? What critically important technologies developed?
<http://www.umilta.net/equally.html>
11. (MHB 437-445; PC 69-75). Qs: How did northern Renaissance humanism compare with that of Italy? Who are

the key non-Italian humanists? How were the new nation-states (England, France and Spain) different from the polities of the Middle Ages? What were their new objectives? Read about Erasmus (the northern Renaissance's most important thinker) at: http://www.medievalchurch.org.uk/p_erasmus.php

12. **Required Reading, HANDOUTS:** Selections from Castiglione's *The Courtier*, Thomas More's *Utopia*, Erasmus' *In Praise of Folly*, **Rabelais'** *Gargantua and Pantagruel*, and **Cervantes'** *Don Quixote*.

For the text of **Castiglione's** *The Courtier*, in full:

http://www.archive.org/stream/bookofcourtier00castuoft/bookofcourtier00castuoft_djvu.txt

For various texts of works by **Erasmus**, see the University of the South (Sewanee) Erasmus Project:

<http://smith2.sewanee.edu/erasmus/>

and for texts of works by **Thomas More**, see the following:

<http://www.luminarium.org/renlit/tmore.htm>

Reform and Renewal in the Christian Church

13. **SPL 446-458;** (MBH 451-462; PC 75 –87, ND 482-496), **PPvL, 15-19.** Qs: What conditions in the Church prepared the ground for the Reformation? What drove **Martin Luther** beyond protest to outright theological revolt? What are the major tenets of Lutheranism? What was the social impact of Luther's beliefs? For the text of Luther's *The Freedom of a Christian*, see: <http://wsu.edu/~dee/REFORM/FREEDOM.HTM>

14. **SPL 458-474;** (MBH 462-474; ND 524-529). Qs: How did the goals and interests of Emperor Charles V influence the course of the Reformation in Germany? How did Luther's beliefs impact the politics of Spain, France and the Holy Roman Empire? Can you list his different writing? How did **Calvinism** differ from Lutheranism? For Calvin's life and works: <http://www.wsu.edu/~dee/REFORM/CALVIN.HTM>

WEEKS 7-9

15. **Required reading, HANDOUTS** on the **English Reformation.** How did Luther's revolt play into the needs and ambitions of England's Henry VIII? What was the further impact in Scotland and Ireland? Who were the four Thomases and what did each do? Was **Henry VIII** a forward-thinking *New Monarch*, like his father? Or was he a reactionary, medieval king, as some historians suggest? For recent historiography of the English Reformation, see: <http://gregscouch.homestead.com/files/Henry8.html> An Anglican view of the Reformation in England can be found here: <http://www.cofe.anglican.org/about/history/> A Catholic view on "Bloody" Mary can be found here: <http://www.firstthings.com/onthesquare/2009/11/therersquos-something-about-bloody-mary>

16. **SPL 474-479;** (MHB 475-481; ND 496-502). Qs: Why was the Catholic Church slow to reform itself in the face of the Protestant challenge? How effective were the **Council of Trent**, the Index, and the Inquisition in combating what they believed to be heresy? Define the nature and role of the new religious orders.

The Age of European Expansion and Religious Wars

17. **SPL 482-490;** (MHB 502-511, 526-527; PC 106-114) The Age of Discovery. Qs: What were the motives driving overseas expansion? What were the technological stimuli to exploration? What was the **Columbian exchange**, and what examples from it can you cite? How did Spain's discoveries affect the European economy?
18. **SPL 491-495** (MBH 490-493; PC 134-139; ND 502-507.) Qs: How did the objectives of France and Spain change after Cateau-Cambresis (1559), which ended the **Hapsburg-Valois Wars**. Why is the Concordat of Bologna (1516) important? What caused the French Renaissance of Francis I and Henry II to fall into civil war?
19. **SPL 496-501;** (MHB 494-498; PC 126-134; ND 534-541). Qs: What caused the revolt of **the Netherlands** 1566-87? How and why did the English get involved? For an great outline of the Dutch Revolt see: http://www.historyshareforum.com/index.php?app=core&module=attach§ion=attach&attach_id=1346
20. **Required HANDOUTS** on **Queen Elizabeth:** How did Elizabeth foster overseas exploration? What was the Elizabethan Settlement? Why did the Great Armada fail? What was responsible for the course of inflation in Tudor times? What were the population trends, and why? For Elizabeth's speech in the face of the Armada, see: <http://www.fordham.edu/halsall/mod/1588elizabeth.html>

WEEKS 10-12

21. **SPL 499-508**; (MBH 498-502; PC 140-149; ND 563-569; MK, map, 434, population loss in Germany). Qs: What caused **The Thirty Years War**, the greatest catastrophe to hit central Europe before WWII? Who were the principal belligerents, and did they achieve their objectives? What were the main phases of the war, and the consequences for the German states? See: http://www.historylearningsite.co.uk/thirty_years_war.htm
22. **SPL509- 520**; (MHB 510-524; PC 106-114; ND 569-575). Qs: What does the **Great European Witch-hunt** tell us about the status of women in the 16th/17th centuries? And why in this period of supposedly greater enlightenment did Europeans return to dealing in slaves? What are the defining characteristics of the best of French and English writing in the late 16th/early 17th centuries? You can find selections from Montaigne, Descartes, Voltaire, Montesquieu, Rousseau (French), and Hobbes, Locke, Hume, Wollstonecraft (English) at: <http://oregonstate.edu/instruct/phl302/philosophers.html>

Absolutism and Constitutionalism in Western Europe, 1589-1715

23. **SPL 523-524**; (MHB 531-532; PC 138-140); **PPvL 20-24**. General discussion: Absolutism, Sovereignty, Constitutionalism in the 17thc (w/ non-stop political and economic crisis). What distinguishes 17thc absolutism from the rule of medieval monarchs?
24. **SPL 525-535; Handouts from Voltaire and Goubert**; (PC 160-168, 182-190; MHB 532-543; ND 614-623, see JM 153-156 on Louis XIII, and JM 156-172 on the Thirty Years War). Qs: Evaluate the roles of Sully, **Richelieu**, and Mazarin in fostering French absolutism. What is the legacy of **Louis XIII**? What did **Louis XIV** add to the work of these statesmen? What was the purpose of Versailles? What were the limitations on Louis' absolutism? What would Pierre Goubert say of Louis? Another Goubert book, on the French peasantry, is online: http://assets.cambridge.org/97805213/12691/excerpt/9780521312691_excerpt.pdf
25. (MHB 543-548; PC 190-197; ND 623-628). Qs: What explains **Louis XIV's Wars**, his hyper-aggressive foreign policy? What were its principal phases? Did it succeed? Why did Spain experience decline in the 17th c? For an EXCELLENT website on Louis XIV's wars, see: <http://history.wisc.edu/sommerville/351/351-14.htm>
26. **Skip ahead to SPL 546-550**; (MHB 554-559; PC 163-169, JM 248-257). Qs: Why is the 17th century considered the **Golden Age of the Netherlands**? Why was it the little country that could? Article on the 16th & 17th Century Dutch Economy, see: <http://eh.net/encyclopedia/article/Harreld.Dutch>

WEEKS 13-15

27. **SPL 550-552**; (MHB 549-554; PC 169-181, JM 230-242 on the **English Civil War**, and 243-248 on the Glorious Revolution); **PPvL 25-27**; (ND 545-553, 628-632). QD: By what stages did the English wring for themselves a measure of constitutional freedom between the years 1603-1715? For the English Civil Wars, see <http://history.boisestate.edu/WESTCIV/english/>

Absolutism in Eastern Europe to 1740

28. **SPL 535-538**; (MBH 565-572; PC 213-226; ND 646-647; JM 287-288 on the **Battle Of Vienna**, MK 694). Qs: Why did the basic structure of society in Europe east of the Elbe move away from that of western Europe in the early modern period? How did the Hapsburgs recoup after the disasters of the Thirty Years War, and what kind of absolutism did they establish in their tripartite realm by 1718? Why were the Ottoman Turks driven back from earlier conquests (1683-1718)? http://en.wikipedia.org/wiki/Battle_of_Vienna
29. (MHB 572-575; PC 226-234; ND 556-557). Qs: By what stages did the formation of **Prussia** occur, and what were the political and social characteristics of this emergent power? Who is the most important of the rulers of Prussia-Brandenburg between 1685-1740? (Note: Frederick the Great is covered in chapter 19, pp. 638-639.)
30. **SPL 538-542**; (MHB 584-585; PC 239-245). Qs: Who better deserves the title 'Great' - the Great Elector or

Peter the Great? Four primary documents with contemporary views of Peter the Great:

<http://www.fordham.edu/halsall/mod/petergreat.html>

Toward a New World-View

31. **SBL 564-594**; (MHB 595-605; PC 265-280; see ND 596-606, on the Enlightenment; ND 606-611 on Rousseau; ND 646-655 on Enlightened Despots), **Ppvl 32-50**. Qs: What was the **Scientific Revolution**, what were its causes? Distinguish between the inductive, empiricist approach and the deductive, rationalist approach. Who were these scientists, and what were their principal breakthroughs?
32. **SPL 596-625; Ppvl 55-71**; (MHB 605-615; PC 287-295, 301-308). Qs: Distinguish between the Scientific Revolution and the succeeding **Enlightenment**. For what, principally, do we remember Locke, Bayle, Montesquieu, the Encyclopedists (d'Alambert and Diderot) and Condorcet? Qs: How (and why?) do the directions and spirit of the later Enlightenment (post- c 1770) differ from those of the earlier stage? How do d'Holbach, Hume and Rousseau differ from Locke, Voltaire and the Encyclopedists? What was the reading revolution? And how did it change 'public opinion' as opposed to the opinions of 'the people'?

WEEKS 16-18

33. **SPL 630-648; Ppvl 72-91**; (MHB 615-624, PC 308-323; JM 366-369 on **Frederick the Great**). Qs: How did the Enlightenment influence monarchical despotism and political developments in 18th c Europe? Why did the French monarchy experience a decline in power while that of the Prussian, Austrian and Russian monarchies grew? Whatever happened to Poland?!
34. **Other Required Readings, HANDOUTS**: Selections from Gerhard Ritter's *Frederick the Great*, Voltaire's *The Golden Age of Louis XIV*, and Pierre Goubert's *Twenty Million Frenchmen*. For a good summary of the life of Frederick the Great, see: <http://nevermore.tripod.com/king.html>

The Expansion of Europe in the 18th Century

35. **SPL 649-652**; (MHB 625-643); Qs: What inventions and what changes occurred during the so-called **Agricultural Revolution**? What was the impetus behind (and the result of) the system of enclosure? <http://www.saburchill.com/history/chapters/IR/002.html>
36. **SPL 653-663**; (MHB 644-656; PC 290; MK, 478 population chart). What was **Mercantilism**? Where was population growth highest in Europe, and what were its effects? Just how important was the slave trade to the Atlantic system of economic expansion? What were the economic results of the wars of Louis XIV?

The Changing Life of the People

37. **Required readings, from Braudel, HANDOUTS**, detailed chapters on the everyday life of people all over Europe during the *Ancien' Regime* in the 18th century, on their food, drink, clothing, housing, money, technology, and perhaps other selections from Volume I of Fernand Braudel's *Civilization and Capitalism*.
38. (MHB, 661-671, 679-685; PC 251-256). Qs: What changes occurred in marriage and the family during the 18th century? What was life like for the children, and how did attitudes toward children evolve?
39. **Required readings** to be assigned from each chapter of **Robert Darnton's, *The Great Cat Massacre***. For a good review of Darnton's book, critical in some areas, see: http://www.suite101.com/blog/thesnowleopard/book_review_robert_darnton

WEEKS 19-22

The Revolution in Politics, 1775-1815

40. **SPL 668-675; Ppvl 195-111**; (MHB 691-704; ND 637-638 Great Britain and American colonies; PC 323-325; ND 675-679 Overview, prelude to **French Revolution**; ND 688-695 French Rev up to 1792; ND 695-703 subsequent stages; ND 701-757 Napoleon, triumph and disaster). Qs: From what two main sources did Americans get the ideas behind the Declaration of Independence and the Bill of Rights? What were the ideas and objectives of

the men and women who rose up violently to undo the established system? What roles were played by the elites and the poor and oppressed in the French revolution? What had the French Revolution achieved by September 1791 so that the young **Robespierre** could declare that “The Revolution is over”?

<http://www.fordham.edu/halsall/mod/modsbook13.html>

41. **SPL 676-694**; (MHB 704-712, PC 343-377), **Ppvl 111-119**. Qs: Why was the first, constructive phase of the revolution (1789-1791) followed by a radical one (1792-1794) and then a conservative reaction (1794-1799)? Who got what out of the revolution by 1799? (Who got the most?) What developments gave an upstart Corsican the chance to overthrow the Directory and seize power in 1799?

42. **Required readings: HANDOUTS**: Selections from Georges Lefebvre’s *The Coming of the French Revolution*, from Simon Schama’s *Citizens*, and from Robert Darnton’s *The Great Cat Massacre*. along with a number of other varied and miscellaneous handouts on the French Revolution.

WEEKS 19-21

43. **SPL 695-699**; (MHB 712-720, PC 377-408) Qs: Can we differentiate the regime of **Napoleon** (1799-1815) from the preceding ones (of the French Revolution, or of the Ancien Regime?). What accounted for (a) Napoleon’s phenomenal success at home and abroad up until 1812, and (b) his decline and fall thereafter? For the companion site to the PBS documentary on Napoleon, go here: <http://www.pbs.org/empires/napoleon/>

The Revolution in Energy and Industry

44. **SPL 704-713**; (MHB 725-734, PC 453-463; highly suggested: ND 679-682 Industrial Revolution; ND764-782 impact of industrialization), **Ppvl. 126-133**. Qs: What major developments characterize the **Industrial Revolution**? How did the changes it brought affect people and society in an era of continued rapid population growth?

<http://www.fordham.edu/halsall/mod/modsbook14.html>

45. **SPL 714-33**; (MHB 734-750); **Ppvl 134-142**. Qs: What determined when and how the Industrial Revolution spread from England to Europe? What were the key agents of industrialization in Europe? How did the spread of industrial capitalism accentuate existing class differences?

Ideologies and Upheavals 1815-1850

46. **SPL 734-746**; **Ppvl 145-166**; (very highly recommended: ND 799-812 Liberalism; ND 812-831 Nationalism; ND 835-841 Socialism, Anarchism; ND 782-789 Romanticism)

47. **SPL 747-76**; (MHB 755-763; PC 435-441, 465-484; JM 603, **Congress of Vienna**), **Ppvl 170-182**. Qs: Why do historians refer to a “dual revolution” in the post-1815 epoch? How did the 1815 Peace Settlement and the Congress System constitute a new expression of the age-old Balance of Power? For 19th century liberalism, see:

<http://www.fordham.edu/halsall/mod/modsbook18.html>

48. **SPL 767-773**; **Romanticism**; (MHB 766-770, PC 464-465), **Ppvl 147-155**. Qs: How did the many artists and writers of the romantic movement also reflect and influence changes in the era? On the characteristic of poetry of the Romantic era, see: <http://www.textetc.com/traditional/romanticism.html> ; On the Music of Nationalism, see: www.classical.net/music/rep/defs/rom.html ; On **Romanticism** in Art: <http://facstaff.uww.edu/carlberj/romart.htm>

WEEKS 22-24

49. (MHB 770-785, PC 484-527), **Ppvl 156-166**. Qs: Why were the Greeks the first in the 19th c, to achieve national liberation? What progress did the English make towards **liberal reform** between the 1780s and 1851? Why was relief for the famine-stricken Irish so weak? Compare/contrast England and France between 1815-1848.

Why did the revolutionary surge triumph briefly in the **Revolutions of 1848**, and then fail completely? Compare events in France; Austria (and Austria-Italy); Prussia; and discuss the role and failure of the Frankfurt Assembly.

<http://mars.wnec.edu/~grempel/courses/wc2/lectures/rev1848.html>

The Age of Nationalism, 1850-1871

50. **SPL 777-784**; (MHB 823-830, PC 503-507, 513-517). Q: How did nationalism, having failed dismally in 1848, become the key ideology of the late 19th century, the one around which nation building and the nation-state were structured? What forces drove it? Examine this question in the light of the careers of Napoleon III, Cavour and Garibaldi, with respect to the **Unification of Italy**.

51. **SPL 785-789; Unification of Germany**; (MHB 841-852, PC 605-618; JM 720-736): How might the roots of German unification be found in the era of Napoleon? How central a figure was **Otto von Bismark**? How did he confront the forces of liberalism? What problems faced the rulers of Republican France, Austro-Hungary, Great Britain, and the German Empire throughout this era?

<http://www.fordham.edu/halsall/mod/modsbook22.html>

52. **SPL 790-794**; (MHB 834-841; PC 530-541; MK Russian Emancipation Proclamation): Compare and contrast the ways in which nation-building played out in the USA and in Russia. Was the **Russian Emancipation of the Serfs in 1861** like the emancipation of slaves in the USA (1863)? What other steps did Russia take to liberalize?

<http://thenagain.info/webchron/EastEurope/FreeSerfs.html>

Life in the Emerging Urban Society

53. **SPL 796-810**; (MHB 787-805), **Ppvi 188-191**. Qs: What was life like in the cities that the 19th c inherited from the past? Which individuals led the charge to remake the cities, making them free of disease and generally more livable? What did the emergence of urban industrial society mean for the rich and poor and those in between?

See a number of **William Hogarth prints** at <http://www.art.com>

54. **SPL 827-833**; (MHB 805-813, 820-821); Qs: How did families change as they coped with the challenges and opportunities of the developing urban civilization? How did gender roles within the family change after the mid-century? How did attitudes towards children develop?

WEEKS 25-27

55. **SPL 834-837**; (MHB 764-765) **Handout: Weber's critique of Marx. Socialism**. Who were the early socialist thinkers, and what did they think? How do we differentiate French Utopian socialism from its more virulent Marxian version? Discuss the development of trade unions.

56. **Return to SPL 802-805**; (MHB 813-817, PC 519-527, ND 839-841), Qs: Which social sciences emerged strongly in the 19th c. and why? What effect did these developments have on philosophy, literature and painting in the later 19th c? Great source for 19th Century: www.fordham.edu/halsall/mod/modsbook3.html

57. **SPL 837-850**; (MHB 838-845); Qs: What were the domestic policies of the various governments across Europe (and America) in the late 19th Century?

Imperialism: The West and the World

58. **SPL 854- 870**; (MHB 855-881; PC 543-549, 551-564, 564-574, 648-653). **Ppvi selections from ch. 8, 9, 10**. Qs: What accounts for, and what were the extent of, the population pressures in late 19th c Europe? Which Europeans migrated where, and why? Which Asians migrated where and why? What were consequences of Industrialization worldwide in the 19thc? What were the main features of imperialism in Asia? What were the underlying causes of **the New Imperialism**? <http://www.fordham.edu/halsall/mod/modsbook34.html>

59. (MHB 877-882; PC, 653-656). Empire in India; The example of **Japan**; Toward Revolution in **China**; Summary; end inset on the Plan for a Modern Japanese Army. (See PC, XV: 84-Russo-Japanese war and consequences; inset on British in India, from p.683)

60. **SPL 874-895; Freud, Darwin, Modern Art, Zionism** (see MHB ch. 28, 921-933); Qs Why did Freud consider human behavior to be basically irrational? How does the general tenor of Modernist literature reflect the irrationalist tenor of 20th c thinkers? What has Modern Art to do with the irrationalist philosophy and the revolutionary science of the late 19th/early 20th century? Is modernist architecture a product of the same tendencies as modern art? What role do the movies and radio play in creating a mass culture in the 20th c, and what has this to do with Modernism? On modernism, see:

<http://www2.eou.edu/~nknowles/winter2002/engl322links.html>

WEEKS 28-30

The Great Break: World War I and Revolution

61. **SPL 89- 904; First World War:** (MHB 887-900); **Ppvl 305-314.** The Bismarckian System of Alliances; The Rival Blocs; The Outbreak of War; Reflections on the Origins of the War. (PC XVI: intro, the International Anarchy; ND 871-896). Qs: From which two quarters could Bismarck expect trouble in his search for peace in Central Europe after 1871? What diplomatic moves from 1890 on caused Bismarck's system to unravel? Was WWI an outcome of railway timetables?! On reflection, who or what did cause the Great War?
<http://www.spartacus.schoolnet.co.uk/FWW.htm>
62. **SPL 904-917;** The First **Battle of the Marne**; Stalemate and Slaughter; The Widening War. **Ppvl 315-324,** (PC XVI: 86 The Armed Stalemate. ND 901-914) Qs: What changed a war of movement into one of trench stalemate? Why were casualty figures astronomic? What do we mean by the widening of the war after 1915? What attitudes/mentalities were engendered at the Front which forever separated the troops from the people at home? Which countries contrived to stay out of long struggle, and why? <http://www.worldwar1.com/>
63. **SPL 918- 925;** (MHB 900 -910, The Home Front; The Social Impact). **Ppvl 326-331.** (PC, XVI, Economic and Social Impact of the War; JM, 1014, Casualties). Qs: How did "total" war turn market societies into planned/command economies in the war zone? How did the war impact: labor unions? women? Social-class divisions? What happened to political loyalty as the war progressed—in GB, France, Austro-Hungary, Germany?
64. (MHB 904-910); **Ppvl 331-339. The Russian Revolution:** intro and The Fall of Imperial Russia; The Provisional Government; Lenin and the Bolshevik Revolution. (PC, XVII). Qs: In what ways did Tsar Nicholas prove an unfortunate ruler of Russia in the crisis of World War I? Why was the Provisional Government of March 1917 ineffectual in the following months? What was the Petrograd Soviet? What were the key ideas of the Leninist variant of Marxist-Socialism which distinguished Lenin from other would-be reformers or revolutionaries? What was Trotsky's role in how the Bolsheviks out-maneuvered the opposition by Oct/Nov 1917? What strategic concessions did Lenin make both to Russian citizens and to the Germans that enabled him to consolidate power and fight off counter-revolutionaries? (See ND 914- 921). On Trotsky, also see:
www.marxists.org/archive/trotsky/works/1930
65. **SPL 926- 931;** (MHB 911-914 **The Peace Settlement:** intro, The End of the War; Revolution in Germany, including *Inset* on Rosa Luxembourg; The Treaty of Versailles; American Rejection of the Treaty; Summary plus inset on The Experience of War. Qs: What brought the Central Powers, finally, to their knees? Why was there no Bolshevik triumph in the revolution in Germany? What were the guiding principles of the victors gathered at Paris in Jan 1919? What did Lloyd George, Wilson, Orlando, Clemenceau, want? Was the treatment of Germany fair? Why did the U.S. renounce the Treaty (and the League of Nations), and did the U.S. act wisely?
66. **Required listening project, with questions and two CD-ROMs provided** , from Margaret MacMillan's *Six Months That Changed the World*, the end of WWI and the Treaty of Versailles For an article on MacMillan, see:
<http://blogcritics.org/archives/2004/02/04/024509.php>

WEEKS 31-33

Europe Between the Wars, 1919-1939

67. **SLB 934-943;** (MHB 937-944) The Search for Peace and Stability: (PC XVIII, 97 Advance of Democracy after 1919; 98 The German (Weimar) Republic and Spirit of Locarno; ND 949-951 on the **League of Nations**). Also read **Ppvl 369-375** Qs: Why was stability so elusive in the 20 years after the War? What did the Reparations Commission decide (1921)? What separated the French and the British in their attitude to Weimar Germany?
68. (PC 100 **the Great Depression:** Collapse of the World Economy; 102 Trials/Adjustments of Democracy in Britain and France. ND 979-986 on Spain) The Great Depression 1929-1939: intro, The Economic Crisis; Mass Unemployment; The New Deal in the U.S.A., Recovery and Reform in GB and France, Spain consumed in Civil War. Qs: What were the causes and consequences of the 1929 Wall Street Crash? Compare response of Scandinavia, France and Britain to the crisis both on the economic and political fronts.

Dictatorships and the Second World War

69. **SLB 943-967**; (MHB 953-963 Totalitarianism) **Ppvl 359-361. Stalinist Terror and the Great Purge** (See ND 959-965) Qs: Can we distinguish Fascism from Nazism? What is totalitarianism? Did the NEP represent a change of course for **Lenin**? Were the Five-Year Plans and Collectivization essential to the USSR after 1927? What were the pluses and minuses of life in Soviet society? How do we explain the Stalinist Terror ?
70. (MHB 964-965); **Ppvl 367. Mussolini** and Fascism in Italy. (PC 103, Italian Fascism). Qs: What in Fascist Doctrine might appeal to which Italians after WWI? Why and how did the conservatives and liberals allow Mussolini to seize power in 1922? <http://www.Library.wisc.edu/libraries/dpf/Fascism/Home.html>.
71. (MHB 966-970); **Ppvl 376-381. Hitler** and Nazism in Germany; Hitler's Road to Power; (PC 104 Totalitarianism: Germany's Third Reich in toto). Qs: What streams fed the roots of the Nazi mind? What played the greatest role in bringing Hitler to power – The Depression? Fear of Communism? Propaganda? Hitler's appeal to German Youth? Disarray among Hitler's opponents? The Hindenburg-Bruning compact to rule indefinitely by emergency decree after Bruning's failure to solve the problem of the Depression? What were the effects of the Nuremberg Laws and Kristallnacht ? Did Hitler's actions generate any serious opposition within Germany? <http://www.fordham.edu/halsall/mod/modsbook45.html>
72. **SPL 972- 998** The Course of the War (MHB 971-979); **Ppvl selections from chapters 12 and 13.** Nazi Expansion, Aggression and Appeasement, 1933-1939; Hitler's Empire, 1939-1942; The Grand Alliance; (PC, XX The **Second World War**, 105 The Weakness of the Democracies; 106 The Years of Axis Triumph; 107; ND 998-1048). Qs: Why appeasement? Who betrayed whom at Munich? What induced the arch-enemies, Nazi Germany and the USSR, to sign the Non-Aggression Pact in August 1939? How did Hitler manage to seize control of so much of Europe 1939-40? Does responsibility for one of history's greatest crimes, **the Holocaust**, lie with the Nazi leadership, or (Goldhagen thesis) with the great run of "ordinary Germans"? Who paid the most in casualties? What events turned the tide of battle in the Allies' favor? What technologies were vital in WWII?

WEEKS 34-36

Cold War Conflicts and Social Transformations, 1945-1989

73. **SPL 999-1015**; (MHB 989-992); **Ppvl 355-358.** The Origins of the Cold War; West versus East. (PC, XX, 108 The Foundations of the Peace; PC XXI, 109 The Cold War: 1945-55; ND 1048-1067. Qs: What were the causes of the **Cold War**? Was East or West responsible? <http://www.coldwar.org/>
74. **SPL 1015-1035**; (MHB 993-1002 ; PC, XXI, 110 Western Europe: **Economic Reconstruction**; 111 Western Europe: Political Reconstruction; 112 Reshaping Global Economy); Qs: How and why, despite the ravages of the war and Nazism, did Europe recover so well? What was **decolonization**? Where did it mostly happen 1947-1960?
75. **SPL 1038-1073**; (MHB 1003-1005, Soviet Eastern Europe 1945-68; Reform and De-Stalinization 1953-64); Qs: What was "de-Stalinization," and what were its consequences? What happened to Czechoslovakia in 1968?
76. (MHB, 10-27-1033, **Solidarity** in Poland; 1034-1040, the collapse); **Ppvl 479-481.** What role did **Mikhail Gorbachev** play in the demise of the Soviet system, and what was Perestroika? What role did **Ronald Reagan** play? What was the involvement of **Pope John Paul II**? Of **Margaret Thatcher**? (PC, XXIV 126 The Collapse of Communism in the Soviet Union). Who was **Vaclav Havel**? How do we explain resurgent nationalism in southeastern Europe? Trace the crisis in Bosnia in the early 1990s to the Cold War, and to ancient ethnic prejudices.
For Cold War documents:
<http://www.mtholyoke.edu/acad/intrel/coldwar.htm>

Note: the Spielvogel text, 2nd edition, was published in 1993, and thus, ends here.

Revolution, Rebuilding, and New Challenges

77. **Read excerpts from MHB 1014-1022;** The U.S. and **Vietnam**; Détente or Cold War? Economic Uncertainty; **The Changing Lives of Women**; **Portions of MHB 1040-1050;** Building a New Europe in the 1990s, Recasting Russia; Progress and Tragedy in Eastern Europe; Unity and Identity in Western Europe; Q's: How in the 1990s did the different parts of a unifying Europe meet the new challenges presented by post-communist reconstruction and economic union? How do we explain **resurgent nationalism in south-eastern Europe**? What are the prospects for Europe and western civilization as they enter the third millennium? (PC 127. After Communism; 129 A New Era. ND, Integration and Disintegration, 1985-1991, 1117-1136).

78. **MHB 1051-1058; Ppvl 495-503.** New Challenges in the Twenty-first Century, Population concerns, Immigration issues in Europe, Human Rights, **Islam vs. the West.**

Film and other Audio-Visual Resources:

In European History there are many opportunities to use historical film, or a portion of a film, to draw contrasts between the Hollywood version of historical events with an historically accurate one, and occasionally simply to depict an historical era and to bring it to life. The list of good films on European history is a long one. It includes masterpieces like *Dr. Zhivago*, *A Man for All Seasons*, *Lawrence of Arabia*, *The Agony and the Ecstasy*, and well as films named for their subjects, like *Henry V*, *Luther*, *Napoleon*, *Cromwell*, and *Lady Jane*, and historical fiction, like Dickens' *A Tale of Two Cities*, Thomas Hardy's *Tess*, and films based on any number of Jane Austen's novels, such as *Pride and Prejudice*, or *Sense and Sensibility*. There are numerous historical documentaries which one can employ in the course, and a wealth of online materials, PowerPoint presentations, artwork, maps, and audiotapes of an historical nature, such as Margaret MacMillan's lectures *Six Days Which Changed the World*, on World War I and the Treaty of Versailles. Every attempt will be made in this course to use all of these, where appropriate.

Materials needed:

- § 3-ring notebook: a 3-ring is not absolutely required, and you may organize yourself as you wish, but you will need to take notes, daily, and I will be giving you a lot of hole-punched handouts. You need to be able to find them quickly in class. Being disorganized affects your grade.
- § college-ruled notebook paper only (and I never accept a hand-in assignment that is torn from a spiral notebook and has frayed edges).
- § pen: blue or black ink only

Evaluation:

40% Major Tests*, Essays, Major Projects

40% Reading Quizzes (brief), Presentations, Homework**, and Major Quizzes*** (a double quiz grade), and periodic Map Checks, as you will be working on a map of Europe all year.

20% Participation in class discussion and showing evidence of keeping up with the assigned reading.

* *these usually include identification and short answer questions; multiple choice is used sparingly*

** *outlines, time-lines, or batteries of take-home questions, open-book*

*** *these are simply longer quizzes which deserve a greater weighting*