

HIST 100.104

Modern Europe and the Wider World: 1789-present

Instructor: Dr. Katie Hindmarch-Watson

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Teaching Assistants:

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MW: 11:00am – 11:50am, Arellano Theater, Levering Hall

F: Sections - 1, 10-10:50am Gilman 55

2, 10-10:50am Gilman 75

3, 11-11:50am Gilman 75

4, 11-11:50am Latrobe 107

Dr. Hindmarch-Watson's office hours: Monday, 12:30-2:00pm, Wednesday 2:30-3:30pm,
Gilman 318 or by appointment

Description

Modern Europe and the Wider World familiarizes students with key moments, ideas, communities, individuals, and movements which have defined European experiences since the Revolutionary era. We will particularly focus on European imperial expansion, the formation of the modern nation-state, the history of political ideas and their global ramifications, and the relationship between popular culture and social change.

Primary sources feature heavily in the readings, as I encourage students to engage directly with historical materials in order for them to sense the concerns, aspirations, and prejudices of historical subjects in their own words. As this course does not assign a textbook, lecture attendance is a crucial component. The lectures will contain images, sounds, music, and occasional film clips.

By the end of this course, students will be able to

- Demonstrate knowledge of the broad chronologies of Modern European History
- analyze primary source evidence related to major shifts in European thought, technologies, and cultures
- evaluate key debates that shaped modern European intellectual life
- evaluate the creation and maintenance of the nation-state as a historically-situated entity

Format

Monday and Wednesday classes will consist of lectures and introductions to readings, with brief question periods. Friday section classes will focus on discussion of readings.

Assignments and Grading Distribution

This is a reading intensive class with short written assignments and two examinations. There will be a midterm examination October 7 consisting of short answer and an essay question. There will be a final examination on December 19, scheduled between 9am-12pm, which will also consist of short answer and essay questions, during the examination period at the end of the semester.

In addition, each week students will submit a short (300-500 word) blog-style comment about the weekly readings. This will be uploaded to the course's Blackboard discussion section before Friday's discussion class. These comments should consist of a brief response to at least two of the readings' main arguments or ideas, and can be reflections on any or all of the following themes: a consideration of the relevant historical context the speaker, author, or historian uses to make his or her case; questions of clarity or problems that arise from the texts; a particularly compelling or unsettling source or point of view; issues both raised or left unsaid in the sources that demand further exploration. This assignment is designed to prompt discussion during section meetings. The grade for this assignment is cumulative and part of your participation grade. You must submit at least 10 discussions to maintain a top participation grade.

There may also be occasional multiple pop quizzes during lectures. The results of these quizzes will count towards your participation grade.

Grade Distribution

Primary Source Analysis: 10% DUE SEPTEMBER 29

Midterm 20% OCTOBER 7 IN CLASS

Short Essay 20% DUE NOVEMBER 3

Final Examination 25% DECEMBER 19, 9am-12pm

Participation (including discussion question responses, any pop quizzes, and contribution to section discussion): 25%*

Failure to attend class on the day of midterm examination, and/or failure to sit the final exam will result in a failing grade unless the student can produce a legitimate medical reason for their absence.

Late written assignments will be marked down a letter grade for every day late (ie. A to A-, B- to C+). Assignments more than one week late will not be graded and will receive an F.

*Please note that showing up for class, responding to discussion questions, and participating in section discussions are major contributors to your final grade.

Grading Scale (Letter Grade and GPA equivalent)

A+	4.0 Outstanding
A	4.0 Excellent
A-	3.7 Excellent
B+	3.3 Very Good
B	3.0 Good
B-	2.7 Good
C+	2.3 Satisfactory

C	2.0 Satisfactory
C-	1.7 Satisfactory
D+	1.3 Passing
D	1.0 Passing
F	0.0 Fail

Class Policies

Attendance is mandatory. I will be presenting material in lectures that will not be available elsewhere. Regular class attendance is therefore necessary for achieving a strong grade.

I will permit laptop use for note-taking, BUT any recreational computer use will subject the offender to public shaming and possible dismissal from class. The same goes for other electronic devices – no texting, phone conversations, or other cellphone use during class. These policies are designed to be marks of respect for the class and for fellow students. They are also designed to help individual students: again, paying close attention to lectures and discussion will be necessary for good grades. I will not distribute lecture notes afterwards. If you miss a class, please ask fellow students for notes. If you miss class due to illness or other emergency, please submit a doctor's note or other proof of justifiable absence.

Classrooms are spaces where challenging ideas are discussed and often debated. I encourage critique and rigorous intellectual exchanges, but debate must remain respectful. No personal attacks, name-calling, or offensive behavior will be tolerated. The same rules of courtesy apply online. Treat others as you wish to be treated.

Students are welcome to use Blackboard to engender discussions or set up class-related study groups.

Plagiarism:

It is a serious crime to take credit for the work of others. Please review university policies. Plagiarism will result in a failing grade and may subject the offender to wider university disciplines.

<https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>

Disabilities

All students with disabilities who require accommodation for this course should contact me at as soon as possible to discuss their specific needs. If you have a documented disability, you must be registered with the JHU Office for Student Disability Services to receive accommodations in this class. The office is located at 103 Shaffer Hall, 410-516-4720. You can also contact the office online:

<http://web.jhu.edu/disabilities/>

Required Texts:

Mary Shelley, *Frankenstein* [1818] (any edition)

Friedrich Engels, *The Condition of the Working Class in England* [1845; 1887 English Translation] (any edition)

Aime Cesaire, *Discourse on Colonialism* (any edition)

Ian Buruma, *Murder in Amsterdam: The Death of Teo Van Gogh and the Limits of Tolerance*. London and New York: Penguin, 2006

Hannah Arendt, *Eichmann in Jerusalem* (any edition)

All other materials will be available on BLACKBOARD and/or E-RESERVES

If students require more background reading I recommend the following resources:

David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity*. 2nd Ed. Plymouth: Rowman and Littlefield, 2011.

Eric Hobsbawm's *The Age of Revolution, the Age of Enterprise, and/or the Age of Empire* (1996 Vintage paperback editions)

John Merriman, *A History of Modern Europe, Volume II: From the French Revolution to the Present*, 2nd Ed. New York and London: Norton, 2004.

COURSE SCHEDULE

Week 1 (August 29, Sept 4, 6) Introduction: Enlightenment, Empire, Slavery, and the Revolutionary Era

Week 2 (Sept 9, 11, 13) Revolutions I: France, Haiti & Global Shifts

Declaration of Rights of Man and Citizen (1789) (Blackboard)

Olympe de Gouges, excerpt from *Declaration of the Rights of Woman* (1791) (Blackboard)

Edmund Burke, excerpts from *Reflections on the Revolution in France* (1791) (Blackboard)

Maximilien Robespierre, *On the Moral and Political Principles of Domestic Policy* (1794) (Blackboard)

Leger Felicite Sonthonax, *Proclamation* (1793) (Blackboard)

Week 3 (Sept 16, 18, 20) Revolutions II: Napoleon and a shifting European World

Prince Klemens von Metternich, *Political Confession of Faith* (1820) (Blackboard)

Haitian Declaration of Independence (1804) (Blackboard)

Simon Bolivar, Address to the Second National Congress of Venezuela (1819) (Blackboard)

Week 4 (Sept 23, 25, 27) Revolutions III: The Industrial Revolution [PRIMARY SOURCE ANALYSIS DUE SEPT 29]

W. Schivelbusch, *The Railway Journey: Trains and Travel in the Nineteenth Century*. New York: Urizen, 1979. Forward, Chapter 1, 2. (e-reserves)

Engels, *Condition of the Working Class in England*. Chapters 1, 2: 57-86, 4, 5.

Week 5 (Sept 30, Oct 2, 4): Reactions: Romanticism, Liberalism, Science, and Religiosity

Mary Shelley, *Frankenstein* (any edition): Volume I, Chapters 3-8, Volume 2, Chapters 1-9.

Week 6 (Oct 7, 9, 11): The New Order's defenders and discontents [MIDTERM OCT 7]

Marx & Engels, excerpts from *Manifesto of the Communist Party* (1848) (Blackboard)

Charles Trevelyan to Lord Monteagle (1846) (Blackboard)

Wilhelm von Humboldt, excerpts from *The Limits of State Action* (1792/1850) (Blackboard)

Week 7 (Oct 14, 16, 18): Imperial Aspirations and the Nation-State NO CLASS ON FRIDAY

Giuseppe Mazzini, excerpt from *An Essay on the Duties of Man Addressed to Workingmen* (1844/1858/1898) (Blackboard)

Heinrich von Treitschke, excerpts from "The Aim of the State" in *Politics* excerpt [English Edition 1916] (Blackboard) and "The Jews are our Misfortune!" 1879 (Blackboard)

Thomas B. Macaulay, Minute on Education (1835) (Blackboard)

Theodore Herzl, Introduction to *The Jewish State* (1896) (Blackboard)

Week 8 (Oct 21, 23, 25): The Fin de Siècle: cultural shifts, emerging political ideologies, and the apex of European Imperialism.

Eduard Bernstein, *Evolutionary Socialism* excerpts (1899) (Blackboard)

V.I. Lenin: *What is to be Done* excerpts (1901-1902) (Blackboard)

"The Party Organization and Party Literature" (1905) (Blackboard)

Adam Hochschild, *King Leopold's Ghost*, Chapters 3-5 (Blackboard)

Week 9 (Oct 28, 30, Nov 1): The Great War & The Bolshevik Revolution [ESSAY DUE NOVEMBER 3]

Paul Fussell, "The Troglodyte World" in *The Great War and Modern Memory*. Oxford: Oxford University Press, 1977, 2000: 43-88. (Blackboard)

Diary of Private Donald Fraser, Canadian Expeditionary Force (1915-1916) (Blackboard)

Letter from Arthur James Balfour to Baron Lionel Walter Rothschild, a.k.a. "The Balfour Declaration," 2 November (1917) (Blackboard)

Sykes-Picot Agreement (1916) (Blackboard)

Manifesto of the Communist International (1919) (Blackboard)

Week 10 (Nov 4, 6, 8): Interwar Cultures and Politics

Christopher Isherwood, excerpts from *Goodbye to Berlin* (1939) (Blackboard)

Benito Mussolini, excerpts from *Fascism: Doctrine and Institutions* (1932) (Blackboard)

Adolf Hitler, excerpts from *Mein Kampf*, Trans. Ralph Manheim (1926) (Blackboard)

Virginia Cowles, excerpt from “The Fall of Santander” in *Looking for Trouble* (1941) (Blackboard)

Jomo Kenyatta, excerpt from *Facing Mt Kenya: The Tribal Life of the Gokuyu* (1938) (Blackboard)

Week 11 (Nov 11, 13, 15): World War II

Tom Harrison, excerpts from *Living through the Blitz* (Blackboard)

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*, Chapters 1-2; 6-8; 12

Svetlana Alexievich, excerpts from *The Unwomanly Face of War* and *Zinky Boys* (Blackboard)

Week 12 (Nov 18, 20, 22) Postwar legacies, Cold Warriors and Decolonization

Aime Cesaire, *Discourse on Colonialism*, trans. Joan Pinkham.

Todd Shepard, *The Invention of Decolonization*, Chapter 1 (e-reserves)

Arendt, *Eichmann in Jerusalem*, Chapters 1, 15; Epilogue

Week 13 (Dec 2, 4, 6): The rise of the European Union, the fall of the Soviet Union, and contemporary European Crises

Ian Buruma, *Murder in Amsterdam: The Death of Theo Van Gogh and the Limits of Tolerance*. London and New York: Penguin, 2006.

FINAL EXAM December 19, 9am-12pm