

HIST 201: Modern Europe
Theme: Human Rights
Fall 2014

Professor Marjorie Hilton
Office: 6B-5 Faculty Hall
Office Hours: M 10:30-12:30 and 2:00-4:00; T 12:30-1:30; W 10:30-1:30

e-mail: mhilton@murraystate.edu
Office Phone: 270/809-6579



Vasilii Kandinskii, *Color Study: Squares with Concentric Circles*, 1913

Course Description

A study of major political, economic, social, and intellectual forces in European history, tracing their development through the past five centuries. This course is designed both to provide history majors and minors with background for work in upper-level courses and to acquaint students in other fields of study with the persons, forces, and values that have created modern Western civilization.

Course Objectives

Upon completion of this course, students will have had the opportunity to:

- acquire knowledge of major political, economic, and social, and cultural events and trends in European history over the last 500 years;
- explore major works of European intellectual thought, literature, and art, and their relationship to political, social, and economic developments;
- reflect on the invention of the ideal of human rights and examine reactions to and consequences of its invention;
- develop historical perspective on the concept of Europe and on Europe's relationship to the rest of the world;
- apply academic standards of information gathering and analysis of historical information and documents to arrive at well-reasoned conclusions as stated in a thesis; and
- engage in mature, independent, thought and express ideas effectively in oral and written forms of communication.

Required texts and materials

Lynn Hunt et al., *The Making of the West: Peoples and Cultures. A Concise History*, Fourth Edition (New York: Bedford/St. Martin's, 2013)

Lynn Hunt, *Inventing Human Rights: A History* (New York: W. W. Norton & Company, 2007)
Readings and primary sources posted on Canvas

The readings on Canvas are *required reading*. Since we will be working with them in class, either bring a print copy or access them via a laptop. NOTE: accessing them from a cell phone is *not* permitted. Although you do not have to bring the textbook to class, failure to bring other required readings will result in a lowering of your participation grade for the day.

Canvas. Also posted on Canvas are the syllabus, quizzes, essay assignments, and grades. Visit the website regularly to access these materials and information and to track your progress in the course.

Course Requirements

Class participation	5%
Quizzes (10)	20%
Essays	30%
Mid-term exam	20%
Final exam	25%

Attendance. Regular attendance is necessary to succeed in this course. More than three (3) absences will result in the final grade being lowered by one letter grade. More than five (5) will result in failure of the course. NOTE: It is not necessary to bring excuses or email to tell me you will not be in class. (The attendance sheet will let me know.) The three “excused” absences are considered sufficient to cover the typical kinds of illnesses and obligations that may arise.

Participation. Student attentiveness and engagement in the classroom is expected. Come to class prepared to respond to and ask questions, raise issues for discussion, and generally contribute to and further the dialogue in the classroom. Level of participation and quality of contributions throughout the semester will be considered when a final participation score is assigned at the end of the course.

Quizzes will be posted on Canvas, all of them due in class at 9:30 a.m. (see pp. 6-10 for quiz dates) No quizzes will be accepted via email, unless you have made prior arrangements with me. These quizzes are devised to guide you through the assigned readings, calling attention to important persons, events, places, and ideas, and to assess your comprehension of the material. They will be comprised of identification and definition items, as well as short answer questions.

No make-up quizzes will be given during the semester. *No exceptions.* A make-up quiz will be given at semester's end. In order to maximize your final quiz score, make every effort to take all quizzes.

Essays: Analysis of Primary Sources. Three two-page essays based on an analysis of historical documents. Instructions will be posted on Canvas and the process of developing and writing a historical essay discussed in class. Essays should be logically organized, state an explicit thesis, and develop the thesis through an analysis of the documents and well-reasoned argumentation. They should also be clearly written, using the proper conventions of spelling and grammar, and use Chicago/ Turabian-style footnotes, where appropriate.

Essays should not include any material from outside sources, including websites; they should be based on your understanding of the historical context and reading of primary sources and on your

own analytical and writing skills. Infractions of academic dishonesty will result in a failing grade in the course. See pp. 4-5 for MSU's and my academic honesty policies.

Late essays will be penalized ten points per day.

Exams. The mid-term and final exams will be essay format. The final exam will include a cumulative question. Make-up exams must be arranged **prior** to scheduled exam time.

Student Responsibility

Success in this course requires time and commitment. Following are my recommendations:

- Accept personal responsibility for your final grade in the course.
- Attend class and arrive on time.
- Complete reading and other assignments prior to class. Take notes and write down questions and comments while reading. Think about the larger significance of events and trends, and consider how one topic relates to other topics and to course themes.
- Participate in classroom discussions and ASK QUESTIONS.
- Devote at least eight hours a week outside of class to complete reading and other assignments.
- Read my comments on work returned. Think about how to incorporate suggestions into the next assignment or exam in order to improve your grade. See me if you need further guidance.
- ASK if you need help taking notes, understanding the material, assignments, grades, or other things pertaining to the course.

Classroom Etiquette

Please be respectful of the instructor and other students. Arrive to class on time and remain for the entire period. Do not engage in distracting behaviors such as eating, sleeping, talking unnecessarily, texting, or reading any materials unrelated to the class. Also, please do not get up in the middle of class and leave, unless it is necessary.

Students who want to use a laptop in class to take notes or access assigned materials should talk to me first. Students will only be permitted to use the laptop for class-related activities, which do not include checking email, surfing the web, or working on other assignments. Students found doing these—or any other—things, will no longer be permitted to bring a laptop to class.

TURN OFF YOUR CELL PHONE AND PUT IT AWAY! The use of cell phones and other electronic devices, except laptops as specified above, is disruptive and, therefore, unacceptable. Failure to comply with this rule will result in dismissal from the day's class.

Grading Policy

An "A" indicates that the student does outstanding work, showing a mastery of the material, as well as skill connecting it to course themes and historical issues, and a high level of analysis. Written work includes an explicit thesis, which is developed and supported by evidence. The student fully engages in class discussions, offering thoughtful comments and questions that demonstrate a clear understanding of the material, introduce important issues, and further our understanding of a topic.

A "B" indicates that the student's work is very good. Written work shows a good level of knowledge about the material and some skill connecting it to larger themes. Essays indicate that texts have been read and major points understood. An attempt has been made to develop a thesis and the thesis is partially developed and supported. The student regularly contributes to class discussions, demonstrating a basic understanding of the material, making perceptive comments, and asking relevant questions.

A “C” indicates that the student does an acceptable level of work. Written work shows some knowledge of the material, but may reveal inaccuracies and lack of understanding and/or connection to larger concepts, may have undeveloped ideas, vague language, and/or be unorganized or imprecisely written. Alternatively, answers may be primarily summaries that do not state and develop a thesis. Attendance is regular, though participation in class discussions is minimal.

A “D” indicates that the student’s work is not always satisfactory, although minimally passing. Written work may be incomplete or show a failure to understand the assignment or meet its terms, show a low level of understanding or failure to recognize or make connections to broader themes, contain severe inaccuracies and/or omissions, or lack of command of writing conventions. Attendance is irregular and participation in class discussions is rare.

An “E” indicates that the student may have missed more than five classes, failed to complete assignments or exams, or that work is unsatisfactory. Written work may be incomplete or poorly written, reveal a serious lack of understanding of the material or the assignment or failure to recognize broader themes, or a lack of command of writing conventions. Student rarely or never attends class or participates in class discussions.

University Non-Discrimination Policy

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of the Office of Institutional Diversity Equity and Access (IDEA), 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Academic Honesty Policy

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she

should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines. A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

Professor Hilton's Policy on Academic Dishonesty -- The penalty for academic dishonesty is a failing grade in the course. Examples of academic dishonesty include, but are not limited to, signing a student's name on the attendance sheet who is not present, doing work for another person, turning in work containing language identical to the language found in another student's work, presenting the words or ideas of someone else as your own, using material or language from books, journals, or websites without providing a citation, cheating on examinations by using books, notes, electronic assistance, or the help of another person, and multiple submissions of the same work for credit in more than one course without the professor's approval. All students are responsible for knowing Murray State's policy on academic honesty and the penalties for academic dishonesty, which are on pp. 10-11 in the 2012-13 edition of the Murray State Academic Bulletin.

COURSE SCHEDULE

Complete assigned readings **before** coming to class on the date indicated below.

Week 1

Aug 20 **Introduction to the Course**

Aug 22 **Crisis and Renaissance: Europe, 1340-1492**

Hunt, Chapter 13 and maps, pp. 394 and 426
Review Questions, p. 427, #1-3; Making Connections, #2

Map question: Compare the map on p. 394 to the map on p. 426. How had Europe's borders changed between 1340 and 1492? What accounts for these changes?

Week 2

Aug 25 **New World Encounters/Protestant Reformation**

Hunt, Chapter 14, 431-444
Review Questions, p. 459, #1-2; Making Connections, #1

Quiz #1 – posted on Canvas—due in class at 9:30 a.m.

Aug 27 **Protestant Challenges to State and Society/Catholic Renewal**

Hunt, Chapter 14, 444-58 and map, p. 457

Review Questions, p. 459, #3-4; Making Connections #3-4

Map Question: According to the map on p. 457, where had the Reformation made the greatest inroads? Why? Where did Catholicism remain dominant? Why?

Aug 29 **Religious Conflict and Wars of Religion**

Hunt, Chapter 15, 461-81 and map, p. 489

Review Questions, p. 491, #1-3; Making Connections #1

Map question: Where did Catholicism dominate? Where were Lutheranism and Calvinism strong? Eastern Orthodoxy? Islam? (map, p. 489)

Question for your consideration: Why did Europeans battle and kill each other over religious differences? Why do you think many people found religious differences so threatening and frightening?

Week 3

Sept 1

Labor Day – no class

Sept 3

The Rise of Science and a Scientific Worldview

Hunt, Chapter 15, 481-90 and Chapter 16, 520-21

Review Questions, p. 491, #4; Making Connections #2

Sept 5

Western European Absolutism vs. English Constitutionalism

Hunt, Chapter 16, 493 – 512 and 518-26

Canvas: Louis XIV's Daily Routine at Versailles

James I on Divine Right of Monarchs

English Bill of Rights

Review Questions, p. 526, #1-2

Quiz #2 – posted on Canvas – due in class at 9:30 a.m.

Week 4

Sept 8

Eastern European Absolutism

Hunt, Chapter 16, 513-18 and Chapter 17, 549—54 (starting with “Russia’s Emergence as a European Power”)

Canvas: Peter the Great’s decrees

Making Connections, p. 527, #3

Sept 10

Writing a Historical Essay: Prep for Essay #1

Sept 12

The Atlantic Economy/New Social and Cultural Patterns

Hunt, Chapter 17, 529-45 and map, p. 531

Review Questions, p. 559, #1-2

Canvas: *Allegories of the Four Continents* by Venetian artist Rosalba Carriera (1712)

Map Question: Using the map on p. 531, explain the workings of the Atlantic System, noting continents and countries involved, commodities traded, and circuits traveled. How was this system connected to older trade networks in Asia?

Quiz #3 – posted on Canvas – due in class at 9:30

Week 5

Sept 15

The Enlightenment: The Promise and Limits of Rational Thought

Hunt, Chapter 17, 554-59 and Chapter 18

Canvas: Voltaire, "A Treatise on Tolerance"

Review Questions, p. 559, #4; Making Connections, #2

Review Questions, p. 591, #1-4; Making Connections, p. 592, #1-4

Sept 17

Revolution in the Americas and France: Rights and Reason, 1787-89

Hunt, Chapter 19, 595-604

"Declaration of Independence" and "Declaration of the Rights of Man and Citizen" in

Hunt, *Inventing Human Rights*, 213-22

Making Connections Questions, p. 623, #4

Essay #1 due – assignment posted on Canvas

Sept 19

French Revolution: The Limits of Freedom and Citizenship

Hunt, Chapter 19, 602-607

Canvas: Olympe de Gouges, "Declaration of the Rights of Woman"

Review Questions, p. 623, #2

Week 6

Sept 22

French Revolution: Terror and Resistance

Hunt, Chapter 19, 607-623 and pictures, p. 621

Review Questions, p. 623, #3-4; Making Connections, #2

Quiz #4 – posted on Canvas – due in class at 9:30

Sept 24

"Self-Evident" Truths

Hunt, Introduction in *Inventing Human Rights* (20 pp.)

Sept 26

Imagining Equality: The Role of Novels and Empathy

Hunt, Chapter 1 in *Inventing Human Rights* (35 pp.)

Week 7

Sept 29

Crime and Punishment

Hunt, Chapters 2 and 3 in *Inventing Human Rights* (76 pp.)

Canvas: "A Revolution in Capital Punishment"

Quiz #5– posted on Canvas – due in class at 9:30

Oct 1

Religion, Slavery, and Women

Hunt, Chapter 4 in *Inventing Human Rights* (30 pp.)

Oct 3

Fall Break

Week 8

Oct 6

Mid-term Exam

Oct 8

Napoleon and the Revolutionary Legacy

Hunt, Chapter 20 through p. 646, including map on p. 644

Review Questions, p. 655-56, #1-3; Making Connections, #1-3

Map Question: How did the Congress of Vienna reshape the map of Europe? Which countries benefited and which did not? Why? (refer to the map on p. 644)

Oct 10

Reaction and Romanticism

Hunt, Chapter 20, 646-55 and Making Connections, p. 656, #4

Canvas: Beethoven, Ninth Symphony and Fifth Symphony

PowerPoint on Romantic Painters: Heinrich Fuseli, *The Nightmare* (1781); Joseph Turner, *Fishermen at Sea* (1796); Francisco Goya, *Witches' Sabbath and A Pilgrimage to San Isidro* (both 1819-23; Eugène Delacroix, *Liberty Leading the People* (1830); *The Women of Algiers* (1834); and *The Good Samaritan* (1839)

Quiz #6 – posted on Canvas – due in class at 9:30

Week 9

Oct 13

Industrialization

Hunt, Chapter 21, 659-64; Chapter 22, p. 698-702 (“The Crimean War” and “Reform in Russia”); and Chapter 23, 740-46

Review Questions, p. 726, #1; p. 764, #2

Oct 15

Industrial Society and its Critics

Hunt, 665-77

Review Questions, p. 692, #1 and 2

Oct 17

Nationalism, Socialism, and Revolution

Hunt, Chapter 21, 677-92 and map, p. 691

Review Questions, p. 692, #3-4; Making Connections, p. 692, #3-4

Map Question: Where did population growth occur? Where was it most dense in 1850? Why? Which cities had more than one million inhabitants? (map, p. 691)

Quiz #7 – posted on Canvas – due in class at 9:30

Week 10

Oct 20

***Realpolitik*, Reform, and Realism**

Hunt, Chapter 22, 695-96 and 702-726

Review Questions, p. 726, #2-4 ; Making Connections, #1-2

Oct 22

Marxism

Re-read Hunt, “Contesting the Nation-State’s Order at Home,” 717-19

Canvas: Excerpts from Karl Marx, *Capital* and “The Communist Manifesto”

Oct 24

Empire and Race/Writing an Historical Essay: Prep for Essay #2

Hunt, Chapter 23, 731-40 and 746-53; chart, p. 749; and map, p. 763

Review Questions, p. 764-65, #1 and 3; Making Connections, p. 765, #1-2

Chart Question: Why did millions of Europeans immigrate to other countries in the late-nineteenth century? From which five countries did the majority come? Which four countries were the top destinations? (refer to map on p. 749)

Map Question: According to the map on p.763, which countries held territory outside of their own countries? List four imperialist countries and their territories.

Quiz #8 – posted on Canvas – due in class at 9:30

Week 11

Oct 27

Mass Politics and Modernism

Hunt, Chapter 24, 767-86

Canvas: "A Slap in the Face of Public Taste" and PowerPoint on Modernist Art:
Kandinsky, Picasso, Malevich, Munch, et al.

Review Questions, p. 800-01, #1-3; Making Connections, #1

Oct 29

Feminism

Re-read "Rights for Women" in Hunt, pp. 779-80; Read section on Kollontai, p. 833.

Canvas: Emmeline Pankhurst, "Why We Are Militant" and Aleksandra Kollontai,
"Communism and the Family"

Essay #2 due – assignment posted on Canvas

Oct 31

The Great War, 1914-18: Origins and Outbreak/Prep for Essay #3

Hunt, Chapter 24, 786-800 and Chapter 25, 803-811

Review Questions, p. 801, #4-5; Making Connections, p. 801, #4

Week 12

Nov 3

Total War: The Battle Front and Home Front--Film: *The Great War*

Hunt, review pp. 803-11

Review Questions, p. 837, #1

Nov 5

Selling the War: Propaganda

Canvas: PowerPoint on Propaganda Posters

Essay #3 due – assignment posted on Canvas

Nov 7

1917: Revolution in Russia: From Tsarism to Communism

Hunt, Chapter 25, 812-16

Canvas: V.I. Lenin, "Declaration of Rights of the Working and Exploited People"

Review Questions, p. 837, #2

Week 13

Nov 10

War's End: The Search for Peace and Social Stability

Hunt, Chapter 25, 816-29 and maps, pp. 799 and 820

Review Questions, p. 837, #3-4; Making Connections, p. 837 #4

Map Question: Compare the map on p. 799 to the map on p. 820.

Examine the new borders of Europe and the Middle East after WWI:

Which empires and countries no longer existed after the end of WWI? Why?

Which countries lost territories? Why? Which countries gained territories? Why?

Which new countries were created?

Quiz #9 – posted on Canvas – due in class at 9:30

Nov 12

Mass Culture and the Rise of Modern Dictators

Hunt, Chapter 25, 829-37

Canvas: Benito Mussolini, "What is Fascism?"

Review Questions, p. 837, #5; Making Connections, #1-2 and p. 877, #1

Nov 14 **The Great Depression and the Rise of Stalin and Hitler**
Hunt, Chapter 26, 841-57
Canvas: Stalin's speech to Industrial Managers
Review Questions, p. 877, #1-3; Making Connections #1

Week 14

Nov 17 **World War II: Origins and Outbreak**
Hunt, Chapter 26, 857-65
Review Questions, p. 877, #4 and 5

Nov 19 **World War II: The War against Civilians**
Hunt, Chapter 26, 865-77 and map, p. 876
Making Connections, p. 877 #3

Map Question: Examine the map on p. 876 to reflect on the casualties of WWII:
Which countries had the largest number of deaths? Why?
Which country had the second and third largest number of deaths? Why?
Which country's cities suffered the greatest amount of substantial damage? Why?

Quiz #10 – posted on Canvas – due at 9:30

Nov 21 **Why Human Rights Failed, Only to Succeed in the Long Run**
Hunt, Chapter 5, *Inventing Human Rights* (39 pp.) and “Universal Declaration of Human Rights,” pp. 223-29

Week 15

Nov 24-28 **Thanksgiving Break**

Week 16

Dec 1 **Cold War and the Reinvention of Europe**
Hunt, Chapter 27 to p. 898, 906-14, including map on p. 913, and pp. 920-21
Review Questions, p. 914, #1, 2, and 4; Making Connections, #1-3

Map Question: Which countries belonged to NATO? Which to the Warsaw Pact?

Make-up Quiz – posted on Canvas – due at 9:30

Dec 3 **Collapse of Communism in Eastern Europe**
Hunt, Chapter 28, 929-49
Review Questions, p. 949, #4; Making Connections, #3

Dec 5 **Conclusions and Prep for Final Exam**

Dec 9 Final Exam
8:00 a.m.