European history after the Protestant Reformation was truly the best of times and the worst of times. It was an age of growing population, expanding scientific understanding, impressive cultural output, and extraordinary technological advances. Yet this was also a period of tumult for Europe. The modern period brought a loss of faith, some of the bloodiest wars in human history, endless political experimentation, a growth of truly mind-numbing, spirit crushing jobs, disease epidemics, and much, much more. It was an age of dictators such as Napoleon, Mussolini, and Hitler, but also an age of growing democratization; an age of empires and an age of nationalist movements; an age of artistic radicalism and an age of conservatism. This course traces some of the many developments in European history between 1500 and the collapse of the Soviet Union. Particular themes include the interconnections between social/cultural change and technological development and the various efforts made by Europeans to develop a truly successful political system.
REQUIRED TEXTS


Additional readings are available for download, either directly from websites listed in the course schedule or in the “Shared Files” section for this course in myUNE.

RECOMMENDED TEXTS

The following text offers extensive advice about how to succeed in history courses—including information about how to write papers, how to take notes, how best to study, and how to properly cite sources. Although there will be no formal reading assignments drawn from this book, I will likely refer to it from time to time. I strongly advise you to purchase a copy and to keep it on hand throughout your tenure in history courses here at UNE.


COURSE GOALS

This course has three primary goals:

1. Improve critical thinking skills (including the ability to “think historically”);

2. Improve writing skills;

3. Gain an understanding of important themes prevalent between 1500 and 2001.

With these goals in mind, you will be asked to take three exams, complete two response papers related to course readings, participate in group discussions, and carefully read a variety of books, articles, and excerpts of larger primary sources. Each class includes both a lecture and a discussion component. You should be prepared to participate actively in both—which means both taking part in discussion and taking notes during lecture.
**DISCUSSIONS**

We will have group discussions or small group activities each week. Discussion is required and you should come prepared to participate—this means that you must complete the assigned reading and/or coursework before each class.

Discussions are fun but they are also of major importance to your success in the course. These sessions are vital because they give you an opportunity to gain a deeper understanding of the subject material, to try out your ideas by discussing them with the group in a non-stressful setting, and to develop your critical thinking skills. In short, you will not get everything you can out of this class unless you are ready to take a few intellectual risks. **DO NOT BE SHY!**

**RESPONSE PAPERS**

Over the course of the semester you will be responsible for two short response papers. These papers should be no more than three pages in length and should identify and examine major questions or issues contained in the assigned readings. For example, if you respond to one of the scholarly essays, you may wish to explore whether you think that the historian’s argument is valid, developing a short argument to support your viewpoint. If you respond to a primary source, you may want to examine what the source in question tells us about the time period in which it was written. Does it hint at some especially important trend or historical development? How so? Again, develop a short argument supporting your interpretation.

There is no specific due date for these papers. Instead, write them as we go along and when you read something that strikes your fancy. **DO NOT LEAVE THESE PAPERS UNTIL THE VERY END. YOU WILL HAVE MORE THAN ENOUGH TO KEEP YOU BUSY AT THE END OF THE TERM WITHOUT WORRYING ABOUT WRITING RESPONSE PAPERS.**

Each response paper is worth 15% of your overall course grade. They will be graded based on writing quality (prose should be clear and free of excessive errors), argumentation, and the level of thought demonstrated. These papers should be based entirely on your own responses to the readings. Do not use additional outside sources unless absolutely necessary. If you do integrate additional sources, be sure to carefully footnote them using Chicago Manual of Style.

**EXAMS**

There will be **three** exams during the semester. Each mid-term will include ten (10) multiple-choice questions and one (1) essay; the final examination will include ten (10) multiple-choice questions and two (2) essays. **Eighty percent of each exam grade will be based on the**
As the first exam approaches, we will talk in detail about how to succeed on an essay examination. In a nutshell, successful essay writing requires that you develop a clear and defensible thesis, defend your thesis using accurate evidence drawn from lectures/readings, and ultimately that you prove that your thesis is correct. Thus, your essays should contain three parts:

1. A short introductory paragraph that succinctly summarizes the issue with which you will be dealing (the question), states your 1-2 sentence answer to that question (thesis), and outlines how you will more thoroughly argue your position;

2. Several paragraphs (usually 3-5 for an essay such as this) which carefully present information (evidence) from the lectures and readings to “prove” that your thesis is defensible. Be sure to explain why the evidence that you provide is relevant;

3. A concise conclusion that summarizes your argument, reiterates some of the evidence that you have discussed thoroughly in the body of the essay, and restates your thesis. The conclusion is your last opportunity to drive home your main point and to convince the reader that your answer is viable.

As you write your exam essays, remember that your job is both to answer the question and to effectively utilize evidence to prove your point. If you do both of these successfully, you will do very well on the three tests.

**Participation/Attendance**

Your attendance and participation are vital for success in this course. You cannot learn, nor can you contribute to the group’s progress, if you are absent. I will keep track of both who attends regularly and of who participates in discussion. Participation is worth 10% of your overall grade.

**Other Policies**

**Late Assignments**

- All papers must be handed in on the day that they are due. This must be done IN CLASS. **No late papers will be accepted.**
- Papers will not be accepted electronically unless otherwise specified.

Having said this, if an unforeseen and serious problem arises, please contact me and we will work something out. Please be prepared to provide a doctor’s note, obituary, or other paperwork as needed.
**CELL PHONES AND OTHER ELECTRONICS**

Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom.

If you would like to take notes on a laptop, please feel free to do so.

**PLAGIARISM**

Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the Dean for disciplinary action.

The University of New England defines plagiarism as:

a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or

b. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—*Student Handbook*, pp. 33-34

You can learn much more by consulting the following:

http://www.une.edu/library/resguide/default.asp

If you have any questions about how to properly cite sources, please contact me.

**OVERALL COURSE GRADE**

Before the final exam you will be handed a sheet that lists seven grading options. Each option allows you to raise or lower the value of the respective test grades. So, for example, if you do not perform as well as you would like on the first mid-term, you will have the ability to lower its value relative to the other two test grades. Regardless of the option you choose, the combined test grades equal 60% of the overall course grade.

The basic grade breakdown is as follows:

- **Participation**: 10%
- **Exams (combined)**: 60% [see above]
- **Essay #1**: 15%
- **Essay #2**: 15%
The following grading scale is in effect:

- **A+** = 97-100
- **A** = 93-96
- **A-** = 90-92
- **B+** = 87-89
- **B** = 83-86
- **B-** = 80-82
- **C+** = 77-79
- **C** = 73-76
- **C-** = 70-72
- **D** = 60-69
- **F** = 59 and below

**Course Schedule**

Please note that the following schedule is provisional. Changes may be made as demanded by the weather, class progress, etc. Please watch your email for alterations/revisions.

**Wednesday, Jan. 14, 2009: Introductions**

Today we will get to know one another while, at the same time, making certain that everybody understands the syllabus and goals of this course. We will also spend a few minutes discussing the nature of a history.

**Lecture:** Introductions

**Required Reading:**


**Wednesday, Jan. 21, 2009: The Protestant Reformation, Pt. 1**

During the period before 1500, the Catholic Church dominated European life, from the realm of high politics all the way to the daily life of peasants. After Martin Luther initiated what he hoped would be a program of reform, however, everything changed. Where once there was one church, now there were many competing branches. Catholics, Lutherans, Calvinists Baptists, Anabaptists, Anglicans and more all struggled for the hearts and minds of Europeans. Naturally, the fallout was widespread. Today we begin a two part discussion of the Protestant Reformation, beginning with Martin Luther and his Ninety-Five Theses.

**Lecture:** The Protestant Reformation, Pt. I
**Required Reading:**


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**MONDAY, JAN. 26, 2009: THE PROTESTANT REFORMATION, PT. 2**

Today we will continue the story of the Protestant Reformation.

**Lecture:** The Protestant Reformation, Pt. 2

**Required Reading:**


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**WEDNESDAY, JAN. 28, 2009: THE THIRTY YEARS WAR**

The Thirty Years War was complicated and traumatic. It started as a fairly localized conflict between Protestants and Catholics in Bohemia and eventually ballooned into a European-wide cataclysm. Our objective will be to gain an understanding of precisely why the war terrified Europeans as deeply as it did, while also taking note of the conflict’s profound long term significance as a catalyst for the rise of the modern state.

**Lecture:** The Thirty Years War and the Rise of the Modern State

**Reading:**


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**MONDAY, FEB. 2, 2009: ABSolutism IN FRANCE**

For Europeans, the Thirty Years War represented the collapse of order. It was as though the entirety of European civilization was suddenly plunged into the depths of hell. The challenge was to develop some means of assuring that such a disaster would never happen again. Louis XIV of France created a model government that utterly captivated the imagination of other European monarchs. Today we will discuss absolutism in France.

**Lecture:** The Absolutist Monarchy

**Reading:**


**Wednesday, Feb. 4, 2009: The Glorious Revolution**

European monarchs all dreamed of turning their own states into versions of the Sun King’s France. In England, Charles II and James II, the last two Stuart monarchs, endeavored to create an absolutist state but failed on a monumental scale. Today we will discuss their failure and the roots of landed power in what would soon be called Britain.

**Lecture:** The Glorious Revolution

**Reading:**


**Monday, Feb. 9, 2009: The Enlightenment and the Scientific Revolution**

In many ways, the Protestant Reformation liberated Europeans to question long established orthodoxies. Papal authority was broken. At the same time, the political stability and affluence of states such as France, the Dutch Netherlands, and Britain created an environment in which prolonged scientific enquiry was possible. Freed to think and study, an array of exceptionally gifted thinkers turned their attention to explaining the natural world and to attempting to clarify and improve the human experience. Today we will discuss the Scientific Revolution and its implications for social thought.

**Lecture:** The Enlightenment and the Scientific Revolution

**Reading:**


**Wednesday, Feb. 11, 2009: The French Revolution, Part 1**

Very few events in world history can truly be said to have profoundly altered world affairs. The French Revolution is one of these. Enlightened thought, economic woes, and social grievances all combined to bring down the French monarchy. The implications were
profound: from re-imagining office space to the creation of nationalism, from redrawing state borders to expanding dialogue about human rights. Today we will start a two-part discussion of the French Revolution.

**Lecture:** The French Revolution, Part I

**Reading:**


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**MONDAY, FEB. 16, 2009: THE FRENCH REVOLUTION, PART 2**

Today we will continue our study of the French Revolution.

**Lecture:** The French Revolution, Part II

**Reading:**


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**WEDNESDAY, FEB. 18, 2009: EXAM REVIEW**

**Discussion:** Review for Mid-Term #1

**Reading:**

*No Reading Assignment*

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**MONDAY, FEB. 23, 2009: MID-TERM EXAM #1**

Mid-Term #1

**Reading:**

*No Reading Assignment*
**Wednesday, Feb. 25, 2009: Napoleonic Europe**

Was the Napoleonic experience a continuation of the French Revolution or a return to authoritarian dictatorship? A good question! Today we will examine the rise, and rise, and fall, and rise, and fall of the “Little Colonel.”

**Lecture:** Napoleonic Europe

**Reading:**


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**Monday, Mar. 2, 2009: The Industrial Revolution**

As important as the French Revolution is, the Industrial Revolution may well claim even more significance. Starting during the mid-eighteenth century, the industrial revolution was a profound economic transformation, but its social and political implications might well be even more important. Today we will try to explain why the Industrial Revolution started when and where it did, then we will briefly discuss some of its implications.

**Lecture:** The Industrial Revolution

**Reading:**


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**Wednesday, Mar. 4, 2009: The Rise of Nationalism**

Scholars vigorously debate when, where, and why nationalism developed. Today we will talk about the rise of nationalism while also briefly discussing the revolutions of 1848.

**Lecture:** The Invention of Traditions and the Rise of Nationalism

**Reading:**

Wednesday, Mar. 16, 2009: The “New” Imperialism

The late-nineteenth century ushered in a “race to empire” in which European states, led by Great Britain, struggled to acquire overseas colonies, especially in Asia and Africa. Today we talk about this “new imperialism,” focusing primarily on the British Empire (by far the largest of all European empires).

Lecture: The New Imperialism

Reading:


Monday, Mar. 18, 2009: World War I

Although it did not begin until 1914, the First World War represents the true beginning of the twentieth century. The relative civility (if that is the right word) of the nineteenth century suddenly and utterly collapsed. Society was increasingly brutalized. What had seemed shocking in 1913—men turning into bugs or nearly naked dancers—was hardly surprising in a world where airplanes flew overhead, where motorcars sped at once unthinkable speeds, where amputees were everywhere, and where hundreds of thousands of men could fall dead in mere hours. Today we will talk about the experience and implications of World War I.

Lecture: World War I and the Rise of Modernity

Reading:

Franz Kafka, The Transformation (Metamorphosis) and Other Stories (Penguin, 1995).
**Wednesday, Mar. 23, 2009: The Russian Revolution**

One of the many implications of World War I was a revolution in Russia. The Russian Revolutions of 1917 brought a communist government to power for the first time, providing an opportunity to, at least theoretically, implement the ideas of the great nineteenth century social thinker Karl Marx. The Russian Revolution did not lead to a Marxist utopia, but it did install the first of the great authoritarian governments of the twentieth century—the first step toward creating a mortal struggle between democracy and what philosopher Hannah Arendt called “totalitarianism.”

**Lecture:** The Russian Revolution

**Reading:**


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**Monday, Mar. 25, 2009: The Interwar Years and the Crisis of Democracy**

In the aftermath of World War II and the end of the Cold War, Western governments like to imagine that “democracy” is the natural order in Europe. Recently, historian Mark Mazower challenged this view, arguing that there was absolutely nothing ordained about the ultimate success of democratic governments. Quite the opposite. Today we will discuss the terrible realities in Interwar Europe and we will talk briefly about Mazower’s argument.

**Lecture:** The Interwar Years and the Crisis of Democracy

**Reading:**


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**Wednesday, Mar. 30, 2009: Fascism!**

Building on our discussion of the Russian Revolution, Mazower’s argument, and the horrible realities of interwar Europe, we will now discuss the rise of a new form of totalitarian government—fascism. The brainchild of an Italian journalist named Benito Mussolini, fascism quickly spread to other states, most notably Germany, but as it spread it changed. No two fascist governments were alike: a fact that constantly challenges students of fascism.
Today we will talk about the rise of fascism, focusing specifically on the two most prominent cases: Italy and Germany.

**Lecture:** German and Italian Fascism

**Reading:**


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**Monday, Apr. 1, 2009: Mid-Term Review #2**

**Discussion:** Mid-Term Review #2

**Reading:**

*No Reading Assignment*

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**Wednesday, Apr. 6, 2009: Mid-Term Exam #2**

Mid-Term Exam #2

**Reading:**

*No Reading Assignment*

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**Monday, Apr. 8, 2009: World War II**

The Second World War was truly total war. Bombs rained down on European cities. Civilians were imprisoned and murdered. A considerable portion of the war was fought through the new mediums of radio and cinema. Propaganda was everywhere. Today we will engage in a whirlwind discussion of World War II in Europe.

**Lecture:** World War II in Europe

**Reading:**

WEDNESDAY, APR. 13, 2009: THE HOLOCAUST

Few events stand as a more potent symbol of the horror of the twentieth century than the Holocaust. In only about four years, nearly eleven million men, women, and children were murdered for no reason other than their race, their politics, their physical/mental challenges, or their sexual orientation. How did arguably the most civilized society in the world become one of the most bloodthirsty? How might we account for the Holocaust? How did the Nazis carry out mass murder? Today we will struggle to find answers.

Lecture: The Holocaust

Reading:


MONDAY, APR. 15, 2009: HOLOCAUST MEMORY

One of the most prevalent slogans in the post-war world is that we should “never forget” the Holocaust. But what does this mean? What are we to remember? Whose story? Gays and gypsies died in depressing numbers, just as did Jews. Should one story receive primacy? Most of us quickly reply “absolutely not!” yet how does one construct a narrative of events that is easily accessible to the masses while being truly representative? The death camp at Auschwitz, for example, makes little reference to Jewish victims, instead focusing on “Polish” martyrs. Most memorials celebrate the death of six million Jews, ignoring gays, gypsies, the infirm, and myriad others. Today we will watch a short movie (about 30 minutes) that raises some of the challenges inherent in Holocaust memory; then we will debate how best to “remember.”

Discussion and Film Showing: Holocaust Memory / Night and Fog (Movie)

Reading:

Spiegelman, Maus, 164-296.

WEDNESDAY, APR. 20, 2009: THE COLD WAR

The struggle between totalitarianism and democracy did not end after World War II. Fascism was more or less vanquished, but Communism remained. In 1946, the great British lion, Winston Churchill, proclaimed than an Iron Curtin has descended across Europe. The Cold War, an ideological struggle for world supremacy, was “fought” around the globe, but Europe, and especially Germany, was its focal point. Today we will talk about the origins and character of the Cold War.
**Lecture:** The Cold War

**Reading:**


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**Wednesday, Apr. 22, 2009: Victory of Democracy?**

Few people imagined that the Cold War would end between 1989 and 1991. There were certainly a few Soviet specialists who recognized that the USSR was in deep trouble, but the suddenness of the collapse caught virtually everybody off-guard. For some, the end of communism in Europe was a clear sign that democracy had finally arrived. Yet was this really true? Right wing political parties are gaining popularity in many places. Today we will talk about the reasons that the Soviet Union and its satellites collapsed, then we will ask whether the end of the Cold War truly represents the victory of democracy or whether the battle for Europe’s soul continues.

**Lecture:** The Collapse of Communism

**Reading:**


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**Monday, Apr. 27, 2009: Final Exam Review**

**Discussion:** Final Exam Review

**Reading:**

*No Reading Assignment*