

CSS 240: The Emergence of Modern Europe
Sophomore History Tutorial

Fall 2021-Spring 2022

Time: F, 2.0-4.0 pm, Allbritton Hall 004

Tutor: [Prof. J. Tucker](#)

Office hours (zoom): Thursday, 2.0-4.0 pm (in-person by appt.)

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***A note from Prof. JT:** Really looking forward to meeting you soon. Below are required and recommended texts and some information about the weekly writing assignments. Before our first official class meeting, we will have an optional, informal Zoom meeting to answer any questions you might have. There is a lot of reading in this seminar but don't be daunted: it's there for you to mine the parts that interest you and to give you grist for your essays. Hope that you enjoy the rest of your trimester and I'll see you in a few weeks.

Preceptor: Harry Bagenstos

E-Mail: hbagenstos@wesleyan.edu

Office Hours: Wed (details to come)

***A note from Harry:** I'm excited to work with you this year. My job is to serve as a resource for you, so please feel free to email me anytime if you have concerns or questions that I can help with. I look forward to meeting you all soon!

Course Description

This tutorial sequence analyzes the formation of modern European society from the late 18th to the last quarter of the 20th century. Attention will be placed on Britain, France, Germany and Russia, in particular, as these countries were shaped by, and responded to, demographic, economic, social, political and intellectual forces that led to revolutions, political and social reforms, new modes of production, changes in social hierarchies, and new forms of warfare. Attention will be placed on the social and political consequences of the French Revolution and industrialization, the dynamics of empire, the origins and consequences of the two world wars (including the Russian revolution and the rise and defeat of Nazism), & postwar European politics and culture. Europe's links to Africa, Asia and the Americas will be discussed in the context of revolution, industrialization, imperialism and the two world wars. In addition to developing knowledge of important processes that have shaped the modern world, this tutorial seeks to foster a critical awareness of the varieties of historical narrative, the skills needed to interpret historical primary sources, and the possibilities and limits of history as a tool of social investigation.

Course Requirements

Students will write weekly essays for eight weeks corresponding to the tutorial topics on the syllabus below.

Tutorial sessions meet each Friday afternoon to discuss the topic of the week and the essays that were written for it. Students are not assigned grades but are given feedback on their weekly written work.

The weekly essay must be completed and submitted in Moodle before the tutorial session on Friday.* (Please see the [CSS rules governing absences and late papers.](#))

Your papers should be no longer than **five double-spaced pages**. Papers exceeding this page limit will not be accepted. Your papers must have 1 ¼-inch left and right margins, 1-inch top and bottom margins, be double-spaced, paginated, and drafted in a **12-point font** on an 8 ½ x 11” page. **I will only accept PDF versions of your papers submitted to the course Moodle before the Friday 5:00 pm deadline.** Name your paper files by last name and week number, e.g., Smith_week_1.pdf. ***Weekly essay instructions are given at the end of this document (please read very carefully).**

When the tutorial sequence is completed, I will give each student a written and oral assessment of their work. Copies of these assessments are filed with the CSS office, where they may be read by other tutors or the program chairs as needed.

At the end of the sophomore year, you will take a comprehensive written and oral exam testing your knowledge of the tutorial and colloquium topics. This exam will be conducted by external examiners. (Please see the [CSS Student Handbook](#) for more information about the exam and the sophomore year.)

Plagiarism: With the ubiquity of the web, plagiarism has become easier and consequently an increasing problem on many campuses, including Wesleyan. Plagiarizing is taking and passing off as one’s own the ideas or writings of another person, whether from the web or from printed sources. **Plagiarism can also occur if you paraphrase passages of someone else without clear references to that source. Plagiarism is an act of dishonesty and a violation of the University’s Honor Code.** Consequently, clear cases of plagiarism will normally result in a failed paper and can result in dismissal from the CSS and University disciplinary action. Be warned that while the web has made plagiarism more tempting, the same technology makes it easier to catch plagiarists. If I suspect it, I reserve the right to enter suspected passages of papers into search engines and Turnitin.com, a plagiarism detection service contracted by Wesleyan.

Students with disabilities:

Wesleyan University provides reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering their documented disability with Accessibility Services in the Office of Student Affairs and making their requests for

accommodation known to me in a timely manner. If you require accommodations in this class, please email me as soon as possible—by the end of the 1st week of the tutorial at the very latest—so that appropriate arrangements can be made. The procedures for registering are outlined on the Office of Student Affairs Accessibility Services [website](#).

Some core texts (in which we'll be reading more than 3 chapters – all of these online in the library's reserve -- or can be purchased as used copies.)

Read primary and secondary sources both for *content* and for *viewpoint*. (What sources do historical and contemporary authors use? What is their viewpoint? What's at stake, what drives them? How does the text inform our understanding of modern European society and culture?)

Key Texts

*These readings are available on on-line reserve through Olin Library on our Course Moodle site. Some of these books may also be located on book sites such as "Hathitrust" or as Kindle editions.

Foundations

1. C. A. Bayly, *The Birth of the Modern World 1780-1914: Global Connections and Comparisons*. Malden, Mass: Blackwell, 2004. ISBN-13: 978-0631236160
2. Annette Timm & Joshua Sanborn, *Gender, Sex & the Shaping of Modern Europe: A History*. Bloomsbury Academic Press, 2007. ISBN: 1845203577
3. John Merriman, *A History of Modern Europe*, 4th ed., Vol. 2 (W.W. Norton & Co, 2019). ISBN-13: 978-0393667363. [4th edition is the most recent edition and the one we will use].
4. Konrad H. Jarausch, *Out of Ashes: A New History of Europe in the Twentieth Century* (Princeton Univ. Press, 2016). ISBN-13: 978-0691173078
5. Joshua Freedman, *Behemoth: A History of the Factory and the Making of the Modern World*. W.W. Norton, 2018. ISBN: 978-0-393-35662-5

Books Focused on Select Time Periods

1. François Furet, *The French Revolution 1770-1814*. Translated by Antonia Nevil. Oxford and Cambridge, Mass.: Blackwell, 1996. ISBN: 978-0631202998
2. E.J. Hobsbawm, *The Age of Empire, 1875-1914*. New York: Vintage, 1989. ISBN: 978-0679721758

3. Michael Howard, *The First World War. A Very Short Introduction*. Oxford and New York: Oxford University Press, 2007). ISBN: 978-0199205592
4. Sheila Fitzpatrick, *The Russian Revolution*. 4th ed. Oxford: Oxford University Press, 2017. ISBN: 978-0199237678
5. Ian Kershaw. *Hitler*. London: Routledge, 1991. ISBN: 978-0582437562
6. Zadie Smith, *White Teeth* (2000).

Articles

Selected articles (details to come) will be uploaded into Moodle and available through Olin as well.

Primary Sources

*Additional primary sources will be added to Moodle for your paper-writing. A series of readings available as PDF files under “Course Documents” from the course Moodle page. These readings are flagged by “Moodle” in the tutorial schedule below. Please be sure to have the Adobe Acrobat Reader installed on your computer. Don’t hesitate to get in touch with me if you have technical problems and we will try to troubleshoot them together.

The required textbooks are available for purchase from the [Wesleyan R.J. Julia Bookstore](#), 413 Main Street, Tel: (860) 685-3939. They are also available on 2-hour loan from the course reserve in the Olin Library. Some are available on Kindle or can be purchased through used bookstore outlets such as Abebooks. Be sure to bring the relevant required readings to class, as we will be analyzing various passages from these sources in the tutorial.

Tutorial Schedule

WEEK 1: The French Revolution

1.) **Discussion:** What is 'Modernity'? Reading: Stuart Hall, "The Question of Cultural Identity," in *Modernity: An Introduction to Modern Societies*, eds. S. Hall, D. Held et al, pp. 595-634.

2.) **Selected Primary Sources** (Moodle):

- a) Sieyès, *What is the Third Estate?* 154-79.
- b) The Tennis Court Oath, 201.
- c) Decrees of the National Assembly, 226-31.
- d) Declaration of the Rights of Man and Citizen, 237-39.
- e) Olympia de Gouge, *Declaration of the Rights of Woman & the Female Citizen*
- f) The Constitution of 1791, 249-61.
- g) The Decree Establishing the *Levée en Masse*, 340-42.
- h) Robespierre, *Report on the Principles of Political Morality*, 368-84.
- i) The Conspiracy of Equals, 393-403.
- j) The Coup d'Etat of 18 Brumaire 1799, 405-15.
- k) Burke, *Reflections on the Revolution in France*, 428-45.
- l) Alexis de Tocqueville, *The Old Régime and the French Revolution*, 1-32.

3.) **Secondary Sources:**

- a) C.A. Bayly, *The Birth of the Modern World*, pp. 49-120.
- b) J. Merriman, *A History of Modern Europe*, Chs. 12-13.
- c) Annette Timm & Joshua Sanborn, *Gender, Sex & the Shaping of Modern Europe: A History*, pp. 19-62.
- d) François Furet, *The French Revolution 1770-1814*, Chs. 2-3.

Liberty, equality, and popular sovereignty were potent political ideals during the French Revolution, yet establishing a workable and stable constitutional government eluded France in these years. Indeed, France would be wracked by cycles of revolution, reaction, and dictatorship. Nevertheless, the Revolution did have a profound enduring legacy, not only in France but also elsewhere in Europe and overseas.

Some possible questions to consider:

- Why did revolution engulf France in 1789? Why then and not earlier?
- What was the relationship between the French Revolution and changes to the economy and society in France?

- Was the course of the French Revolution inevitable given the structure of the Old Regime? Why or why not?
- Why did the French Revolution continue and lead to so many forms of government? Why did it result in Napoleon?
- What was the legacy of the Revolution and Napoleon for France?
- What was the legacy of the French Revolution beyond Europe?
- YOUR QUESTIONS HERE.

WEEK 2: The Industrial Revolution and its Consequences

1.) Primary Sources (Moodle):

- a) T.B. Macaulay, Speech on Parliamentary Reform (2 March 1831), 41-54.
- b) 1846-47 Factory Legislation Debates, 62-82.
- c) Samuel Smiles, *William Fairbairn*, 82-92.
- d) Two articles from *The Economist* (1851), 92-100
- e) Thomas Gisborne, *Enquiry into the Duties of the Female Sex*, 100-106.
- f) J. S. Mill and Harriet Taylor, *Essays on Marriage and Divorce*, 106-21.
- g) Friedrich Engels, *The Condition of the Working Class in England*, Introduction & Single Branches of Industry:
 - <http://www.marxists.org/archive/marx/works/1845/condition-working-class/index.htm>

2.) Secondary Sources

- a) Annette Timm & Joshua Sanborn, *Gender, Sex & the Shaping of Modern Europe: A History*, pp. 63-114.
- b) Joshua B. Freeman, *Behemoth: A History of the Factory and the Making of the Modern World*, Ch. 1 (pp. 1-42).
- c) J. Merriman, *A History of Modern Europe*, Ch. 14.
- d) David S. Landes, *The Unbound Prometheus*, pp. 41-192.
- e) C.A. Bayly, *The Birth of the Modern World*, 170-98.
- f) E.P. Thompson, *The Making of the English Working Class*, 9-14, 711-46 (Moodle).
- g) Prasannan Parthasarathi, *Why Europe Grew Rich*, 151-82, 223-62. (Olin Library e-book, <https://www.cambridge.org/core/books/why-europe-grew-rich-and-asia-did-not/537BBB029EF6D383976D7CCEC74D8C2D>)
- h) Robert Allen, *The British Industrial Revolution*, 1-56. (Moodle)
- i) Melissa Dickson, "Magic and Machines at the Great Exhibition," in *Cultural Encounters with the Arabian Nights in Nineteenth-Century Britain* (Moodle)

Between roughly 1760 and 1860 revolutionary changes in mechanical production first developed in Britain transformed much of the European economy, raising real per capita income and enabling tremendous population growth without declining living standards. These changes transformed European society, creating new social classes, spawning working class movements,

modifying political institutions, altering the role and status of women, and changing perceptions of the past and future. The readings reveal many of these changes, the specific challenges they posed, as well as the first attempts to address them by reform legislation.

Some possible questions to consider:

- What was the role of the state in British industrialization?
- Why did industrialization result in both greater social mobility and rising inequality?
- How was urban life changed by industry?
- Explain why industrialization was inseparable from the history of plantation slavery. What has obscured that? What makes it visible?
- How did industrialization affect gender identities and roles?
- How did the class structure of Britain change as a result of industry?
- How did politics respond to the social changes ushered in by industry?

WEEK 3: The Revolutions of 1848

(1) Primary Sources

- a) Heinrich v. Gagern, Speech to the Frankfurt National Assembly, 269-79.
- b) Guiseppe Mazzini, *Duties to Country*, 282-287.
- c) Otto v. Bismarck, Speech on the Constitution of the North German Confederation, 409-419.
- d) Heinrich v. Treitschke, *In Memory of the Great War*, 461-69.
- e) XXXX

(2) Secondary Sources

- a) C.A. Bayly, *The Birth of the Modern World*, pp. 199-243.
- b) Merriman, *History of Modern Europe*, Chs. 15-18
- c) Nancy Reagin, "The Imagined Hausfrau: National Identity, Domesticity, and Colonialism in Imperial Germany," *Journal of Modern History* (March 2001), pp. 54-86. (Moodle)
- d) Jonathan Sperber, *The European Revolutions, 1848-1851*, pp. viii-55; 258-283.

European histories sometimes skip from Industrial Revolution to World War 1. Yet forces of nationalism and national contrasts and conflicts profoundly marked European history of the nineteenth and twentieth centuries. European nationalisms challenged prevailing allegiances and animated revolutionaries to create new contiguous nation-states in what were dynastic territorial states and empires. While the Revolutions of 1848 revealed the explosive force of this nationalism, they also underscored the weaknesses and divisions of liberal nationalists in Italy and central Europe, as well as the resilience of the old regime, particularly in Germany. Indeed, German unification would occur on terms quite different than imagined by the Frankfurt

revolutionaries. The readings for this week examine the role that nationalism played in the Europe in the 19th century, in particular how various small states were united and transformed into a 'country,' in Germany & Italy.

Some possible questions to consider:

- What were the specific attributes of mid nineteenth-century European nationalism?
- Why did national revolutions erupt in so many places in Europe in 1848?
- How successful were the Revolutions of 1848? Where did they succeed or fail? Why?
- How did nationalism and national conflicts affect the definitions of gender?
- What role did nationalism play in creating and consolidating the German Empire?
- Is this a story of religion or secularism?
- How revolutionary or reactionary was Bismarck? What was his legacy for Germany?
- How unified was Germany in 1871? In 1890?
- Where does the story of empire fit in here?
- What role did "culture" play in national identity formation?
- What was the impact of nationalism beyond Europe?
- How did the creation of the German Empire alter the European balance of power?
- After doing the reading what other questions do you have about the topic that you'd like to bring forward for discussion?

WEEK 4: European Empire and Imperialism

1.) Primary Sources:

- a) The Earl of Cromer, *Modern Egypt*, 546-54.
- b) Annie Besant, *The Political Status of Women*
- c) Joseph Chamberlain, *Preference, the True Imperial Policy*, 554-69.
- d) Rudyard Kipling, *The White Man's Burden*, 544-46.
- e) Savitribai Phule, *Kavya Phule* (1854)

2.) Secondary Sources:

- a) C.A. Bayly, *The Birth of the Modern World*, 395-487.
- b) Annette Timm & Joshua Sanborn, *Gender, Sex & the Shaping of Modern Europe: A History*, pp. 115-56.
- c) E. J. Hobsbawm, *The Age of Empire*
- d) Merriman, *A History of Modern Europe*, Chs. 19-21
- e) Antoinette Burton, "Making a Spectacle of Empire: Indian Travellers in Fin-de-Siecle London," *History Workshop Journal*, No. 42 (Autumn, 1996), pp. 126-46 (Moodle)

By the turn of the 19th century, many Europeans believed they were at the pinnacle of civilization, seemingly confirmed by great material, cultural, scientific and technological advances. Yet the period was also marked by prolonged cyclical downturns, fear of degeneracy and decline, and fierce economic competition. Heightened antagonism was also in evidence in colonial and naval rivalries. The rise of mass politics, the spread of social Darwinism and more racialized forms of nationalism and chauvinism also contributed to the rising tide of international tensions between roughly 1875 and 1914, just as new discourses of whiteness and white masculinity were used to justify the subjugation of non-European lands and peoples. The period was also notable for the rise of new industrial powers like the United States, Japan and Germany and the relative economic decline of Great Britain.

Some possible questions to consider:

- Explain the development of overseas empire within Europe between 1875 and 1914.
- What were the prevailing assumptions of empire and how did they intersect with nationalism?
- For which social groups did empire have most appeal and why?
- Where in the readings do you see signs of national self-determination projects in Asia, Africa and the Americas during this time?
- What accounts for the heightened economic and colonial competition between 1875 and 1914?
- How did European public opinion shape politics between 1875 and 1914?
- How did alliances and military strategies change in Europe between 1875 and 1914? Why?
- How do you account for the relative economic decline of Britain in these years?
- How did Britain's perceptions of Germany change in this era? Why?
- Why did many people perceive this era as one of accelerated progress and change? Were they right or wrong and why?

WEEK 5: The Great War and Its Consequences

"All Quiet on the Western Front" (1930). two clips, 5 mins each

<https://www.americanrhetoric.com/MovieSpeeches/moviespeechallquietonthewesternfront1.html>

This resource below is OPTIONAL background to this week's Bayly's reading (selected regions below, but there are others as well).

International Encyclopedia of the First World War:

and here is a timeline of the First World War (again, optional if it's helpful to you).

India:

https://encyclopedia.1914-1918-online.net/article/literature_india

Singapore:

https://encyclopedia.1914-1918-online.net/article/centenary_singapore

China:

<https://encyclopedia.1914-1918-online.net/article/china>

1.) Primary Sources

- a) Walter Rathenau, *Germany's Provisions for Raw Materials*, 117-32.
- b) Henri Philippe Pétain, *A Crisis of Morale in the French Nation at War*, 132-51.
- c) J.M. Keynes, *The Economic Consequences of the Peace*, 175-90.
- d) Poems by Siegfried Sassoon and Wilfred Owen (Moodle)
- e) *The Treaty of Versailles*, June 28, 1919 (Moodle).
- f) *Women, the Family, and Freedom: The Debate in Documents*, Vol. 2 (1880-1950 (Olin Reading List):

- 1) Millicent Garrett Fawcett (England, 1914)
- 2) Gertrud Bäumer (Germany, 1914)
- 3) Helene Lange (Germany, 1915)
- 4) International Woman Suffrage Alliance (London, 1914)
- 5) International Congress of Women (The Hague, 1915)
- 6) Magda Trott (Germany, 1915)
- 7) Emma Stropp (Germany, 1916)
- 8) E. Sylvia Pankhurst (England, 1915)
- 9) Helena M. Swanwick (England, 1916).

2) Secondary Sources

- a) Hobsbawm, *Age of Empire*, Ch. 13 (“From Peace to War”)
- b) Michael Howard, *The First World War* (whole book, including Appendix I, Wilson’s 14 Points).
- c) Annette Timm & Joshua Sanborn, *Gender, Sex & the Shaping of Modern Europe: A History*, Ch. 4

d) Merriman, *History of Modern Europe*, Ch. 22.

European rivalries and tensions generated during the last quarter of the 19th century were brought to a head by the last in a series of pre-war Balkan crises. Complex webs of alliances as well as mobilization plans then pulled most of the European powers into a wider war. The technological innovations that had preceded these years produced warfare of unprecedented carnage that devoured the manpower and resources of entire empires. While military stalemate was ended by the Russian Revolution, the war was only successfully concluded after large-scale American intervention on behalf of the Entente powers. The Paris Peace, initially launched with many good intentions, failed to settle grievances or provide a basis for postwar economic recovery and political stability.

Some possible questions to consider:

- Why did a world war erupt in 1914 and not earlier?
- Who or what started the war? Why?
- Where did the war happen?
- Why did the war last as long as it did and cost so much in lives and treasure?
- Why are we studying the Mandate system? What does it tell us about British imperialism in the interwar period?
- What were the most important political and social consequences of the war?
- How workable was the Versailles Treaty? What were its biggest problems? Why?
- What was the impact of the war on European overseas empire?
- What were the economic consequences of the peace?
- Why and where did perceptions of the war change in the 1920s?

WEEK 6: The Russian Revolution and Stalinism

1.) Primary Sources (Moodle):

- a) Joseph Stalin, *The Foundations of Leninism*, 233-51.
- b) Arthur Koestler, *The God that Failed*, 352-67.
- c) V.I. Lenin, "What is to be Done?" in *Collected Works*, vol. 5, 352-353, 354-355, 369-370, 374-375, 389, 452-453, 464.
 - http://academic.shu.edu/russianhistory/index.php/Lenin_What_is_to_be_Done
- d) Leon Trotsky, *Literature and Revolution*, ch. 7:
 - http://www.marxists.org/archive/trotsky/1924/lit_revo/index.htm
- e) Joseph Stalin, "The Tasks of Economic Executives," in *The Problems of Leninism*, 519-31: <http://www.marx2mao.com/Stalin/TEE31.html>.
- f) *Women, the Family, and Freedom: The Debate in Documents* (Library Reserve):
 - a) Lenin (Russia, 1918)
 - b) Aleksandra Kollontai (Russia, 1923)
 - c) *The Woman Patriot* (US, 1918)

2.) Secondary Sources

- a) Sheila Fitzpatrick, *The Russian Revolution* (whole book).
- b) Rochelle Goldbert Ruthchild (2010), "The First all-Russian Women's Congress: The Women's Parliament (Zhenskii Parliament)," in *Equality and Revolution: Women's Rights in the Russian Empire, 1905-1917*, pp. 102-45.
- c) Joshua Freeman, *Behemoth: A History of the Factory and the Making of the Modern World*, Ch 5: "Crash Industrialization in. the Soviet Union," pp. 169-225.
- d) Merriman, *History of Modern Europe*, Chs. 23-24.

Like the Weimar Republic, the Soviet Union was the product of war and defeat. As in some evaluations of interwar Germany, it has been tempting for some to assert that Bolshevik Russia was from the outset doomed to degenerate into a totalitarian dictatorship. Others would dispute this, drawing comparisons with other European revolutions and emphasizing the open-ended nature of revolution. Either way, there is no question that the Revolution transformed the Soviet Union from a predominantly rural and agrarian society into an urban and industrial one, albeit in ways radically different than in Great Britain more than a century earlier.

Some possible questions to consider:

- Why did the Tsarist war effort fail and why did it result in revolution?
- What is the nature of Leninism and how did it set the Bolsheviks apart?
- Why did the Bolsheviks prevail in the Russian Revolution and Civil War?
- What was the Bolshevik vision for Russian society? How close did they come to realizing it?
- How did Stalin rise to power after Lenin's death? How did he construct a cult of personality?
- What were the aims and impact of Stalin's five-year plans? His Purges?
- How did Stalin change Soviet society?
- Why was Marxism-Leninism popular elsewhere in world in the 1930s?

WEEK 7: Nazi Germany and the Second World War

1.) Primary Sources (Moodle):

- a) Hitler, *Mein Kampf*, 191-218.
- b) The Problem of Appeasement, 289-314.

2.) Secondary Sources

- a) Merriman, *History of Modern Europe*, Chs. 25-26
- b) Mary Fulbrook, ed., *German History Since 1800*, 235-78, 298-317, 339-360 (Moodle).
- c) Ian Kershaw, *Hitler* (sels.).

- d) R. J. Overy, *The Origins of the Second World War* (whole book, including documents, 107-36).

Like Tsarist Russia, Imperial Germany was shattered by defeat and revolution. While the Weimar Republic survived coup attempts, assassinations, and disastrous inflation, the Great Depression and the mass unemployment that came in its wake fatally weakened it. The demise of the republic in 1933 with Hitler's appointment as chancellor revealed how a parliamentary democracy with a free-market system could degenerate into a totalitarian regime bent on conquest and domination. Some see Nazism as the inevitable outgrowth of nineteenth-century German militarism, nationalism and imperialism, while others emphasize the impact of war and defeat, the Versailles Treaty, the fear of Bolshevism, and the severe economic crises and political instability of the interwar period. What is certain is that the Nazi regime was bent from the outset to overturn the Paris peace and embark on a policy of remilitarization and conquest.

Some possible questions to consider:

- How did the First World War create conditions conducive to fascism and Nazism?
- How do the historians we read account for Hitler's mass following? Are there other things to be considered?
- Why did the Nazis come to power in Germany?
- What was the Nazi vision of empire and how was that different from or similar to imperialism before 1914?
- What were the aims of Appeasement and why did it fail to prevent war?
- What were the global factors that contributed to the Second World War?
- How do you explain the Holocaust? Was it the inevitable outcome of Nazi ideology and Hitler's will or was it more the product of structural factors and the contingencies of war?
- How was World War II different from World War I?
- Why was Germany such a disruptive force to world order before 1945?

WEEK 8: Postwar European Reconstruction and Prosperity

1a) Primary Sources (Bookstore)

- a) Zadie Smith, *White Teeth* (Novel)
- b) Stuart Hall, *Cultural Studies*, ed. Lawrence Grossberg, Cary Nelson, Paula Treichler. New York and London: Routledge, 1992, pp. 277-294.

1b.) **Primary Sources** (Moodle):

- a) William Beveridge, *New Britain*, 503-15.
- b) Ludwig Erhard, *Economic Policy as a Component of Social Policy*, 515-27.
- c) Jean Monnet, *A Red Letter Day for European Unity*, 553-59

d) *Women, the Family, & Freedom: The Debate in Documents*, Ch. 12 (Olin e-reserve): (*Primary source documents from Margaret Mead, Simone de Beauvoir, and others for your essays*. Remember: you can choose 4-5 – if you need help winnowing down, come see me during office hours!).

e) Walter Laqueur, *Europe in Our Time*, 3-143, 200-19, 231-64 (Moodle).

2.) Secondary Sources

a) Annette Timm & Joshua Sanborn, *Gender, Sex & the Shaping of Modern Europe: A History*, Ch. 5 (“The Long Sexual Revolution,” pp. 203-252).

b) Merriman, *History of Modern Europe*, Chs. 27-30.

From the perspective of mountains of rubble and millions of homeless and displaced people that was postwar Europe, it would have been hard to imagine that in little more than ten years prewar levels of prosperity would be surpassed in much of Western Europe. Despite the obvious division of Europe between the superpowers, during the Cold War, there were also forces of economic and cultural integration at work. As we read this history in the light of the Brexit debate and challenges to the EU, some possible questions to consider:

- How was the postwar settlement after 1945 different than in 1918-19? What had changed?
- What did it mean for Europe to have its fate determined by the USA and USSR?
- How did the Cold War begin? Why?
- How did postwar domestic European politics change as a result of the experience of fascism, communism, and war?
- Why did Western European states assume so many new social responsibilities after the war?
- Why was European economic growth so rapid in the 1950s and 1960s?
- What were the institutional foundations of Western European cooperation?
- What factors beyond the European Coal and Steel Community contributed to greater mutual understanding reconciliation in Europe?

Weekly Essay Instructions (please read very carefully)

After completing the readings, identify the most important theme or problem encountered in the readings and the most significant analytical question it raises. A range of possible questions is suggested below under “some possible questions to consider” for each topic. These questions are there to get you thinking about the kinds of themes and questions you could address. **You may use these as essay prompts, but ideally you will come up with your own question in response to an interesting theme you’ve identified in the readings.**

If you are drafting your own prompting question, be sure it is analytical question about your theme, that is a question that asks “how” or “why.” Such a question can be phrased in different ways and need not start with “how” or “why,” but what such questions have in common is that they allow you to analyze and interpret the past critically with an eye to historical causation. Analytical questions also often require you to extend specific ideas or arguments in readings to other settings or infer conclusions.

After briefly introducing your theme and raising your question, state your thesis (argument) in response to that question along with your main supporting arguments in the opening paragraph of your essay. This opening paragraph should take up no more than 1/3 of the first page of your essay. In the body of your paper carefully demonstrate your thesis by developing the supporting arguments paragraph by paragraph, making use of the tutorial readings where needed using Chicago-style footnote references (more below). **Do not quote the readings—paraphrase instead, and be sure to use only the assigned readings in supporting your arguments.** Your essay must demonstrate familiarity with the readings, critical thinking, independent judgment, and be persuasive. It is unacceptable merely to repeat opinions or positions from the sources; you must demonstrate why you agree or disagree with those positions in a critical and informed manner.

Thoroughly proofread for proper grammar, spelling, tense, and diction. Before submitting the final draft, have a classmate, friend or writing mentor read through it for clarity and coherence. If no one is at hand, read it aloud to yourself. In writing, always aim for succinctness and economy. Avoid the passive voice and jargon whenever possible. A now classic guide for this kind of writing is George Orwell’s 1946 essay [*Politics and the English Language*](#). **Please be sure to read it before starting on your first paper.**

Your papers should be no longer than five double-spaced pages. Papers exceeding this page limit will not be accepted. Your papers must have 1 ¼-inch left and right margins, 1-inch top and bottom margins, be double-spaced, paginated, and drafted in a **12-point font** on an 8 ½ x 11” page. **I will only accept PDF versions of your papers submitted to the course Moodle before the Friday 2:00 pm deadline.** Name your paper files by last name and week number, e.g., Smith_week_1.pdf.

Important things to keep in mind:

- Develop an argument in response to an analytical question. All historical analysis is driven by questions that invite interpretation and argumentation. The purpose of the weekly paper is *not* to practice writing five-page papers; rather, it is to get you to learn the process of devising interesting questions and developing your own sustained arguments.

- Be concise. It's impossible to integrate all of the readings into a paper of 5 pages. You should focus only on those readings relevant to your question and argument. Don't exceed the page limit; use the paper to present a reflection and offer interpretation.
- Don't be simplistic. Historical processes are often complex, so be sensitive to the workings of structure, culture, agency and contingent factors in history.
- Don't moralize or prescribe. While it's natural (some would argue, necessary) to form opinions on the past, this isn't an op-ed and it is not your task to ride a moral high horse through the past or to suggest policy after the fact. Seek to understand how or why things unfolded as they did and try to interpret why people thought and acted as they did in their historical contexts.
- Avoid presentism. Don't assume people in the past had the same values or assumptions that you have. Think and argue with a contextual perspective, and always use the past tense when discussing people or events of the past.
- Submit your paper to the course Moodle as a PDF file before the start of class, as it will be evaluated qualitatively and returned to you electronically. **Name your file by last name and week number (e.g., Smith_week_1.pdf).** Late papers (i.e., anything submitted after 2:00 pm Friday) will not be accepted.

Referencing instructions

In making footnote references to the readings, **use only the Chicago footnotes-bibliography style.** This style is standard for the discipline of history and is outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), chapters 15-16 (in Moodle), as well as in the [Chicago-Style Citation Quick Reference Guide](#).

Footnotes appear at the bottom of the page on which references are being made in the running text of your paper. A footnote number should normally only be inserted at the end of full sentences and after terminal punctuation (.?!). The corresponding footnote should be single-spaced and in 10 point font. A first footnote gives full information about the author, source title, publication information, and page number to which you are referring. It should look like this:

¹ C. A Bayly, *The Birth of the Modern World 1780-1914: Global Connections and Comparisons* (Malden, Mass: Blackwell, 2004), 56.

An immediately sequential footnote to the same source and page number should use the abbreviation "ibid." in the footnote for the Latin term *ibidem* ("in the same place"). It should look this:

² Ibid.

If a different page number to the same source is being referenced:

³ Ibid., 71.

If you refer to another source in the next footnote but then refer back to a source already cited in full in an earlier footnote in the next footnote, give only a shortened version of this source in that footnote (last name, short title, and page number), e.g.:

⁴ Eric Hobsbawm, *The Age of Empire: 1875-1914* (New York: Vintage Books, 1989), 216.

⁵ Bayly, *Birth of the Modern*, 80.

⁶ Hobsbawm, *Age of Empire*, 217-19.

⁷ The Earl of Cromer, *Modern Egypt*, in *University of Chicago Readings in Western Civilization*, vol. 8, ed. Jan E. Goldstein and John W. Boyer (Chicago: University of Chicago Press, 1987), 547.

⁸ Hobsbawm, *Age of Empire*, 220.

⁹ *Ibid.*, 221.

¹⁰ Cromer, *Modern Egypt*, 554.

Since the first footnote reference is in effect a full bibliography entry, **no separate bibliography is needed.**