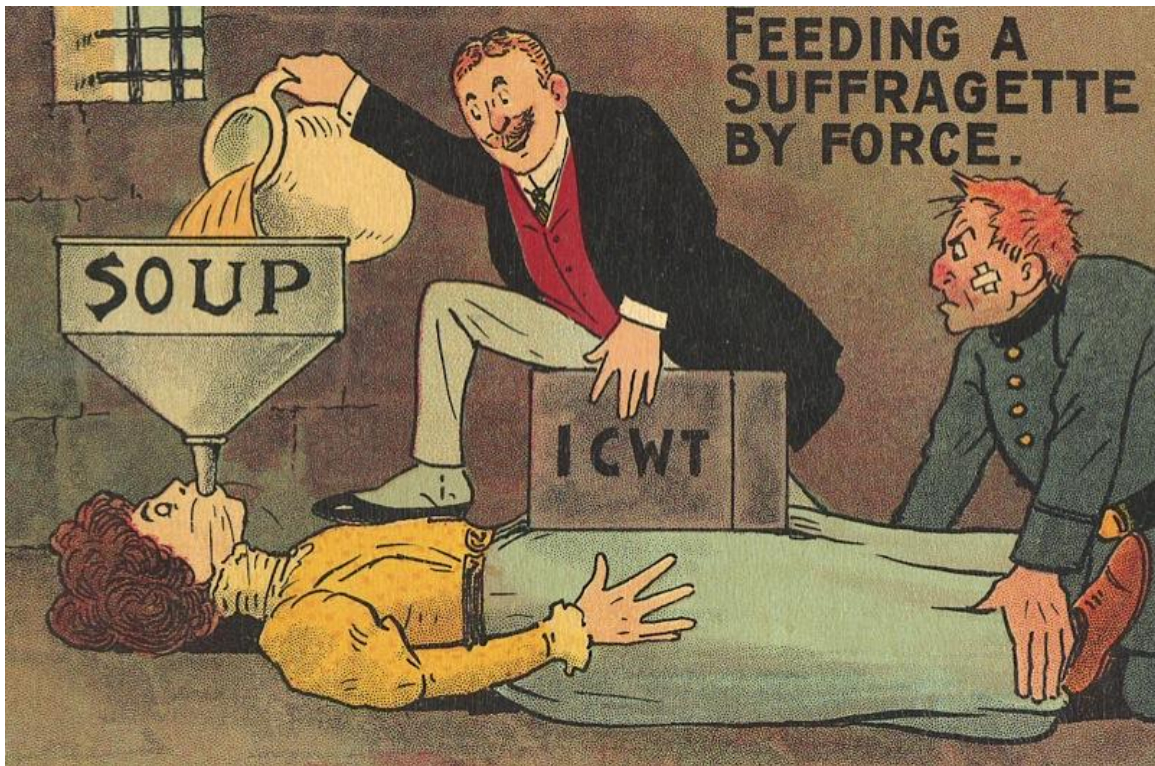


History 50:525:112:01 (G)  
Mondays and Wednesdays 2:50-4:10 pm in CS 202  
Office hours: Tuesday 1:30-2:50, Wednesday 1:20-2:30  
Email: [laurie.bernstein@rutgers.edu](mailto:laurie.bernstein@rutgers.edu)

Spring 2017  
Laurie Bernstein  
429 Cooper St., #202  
Telephone 856-225-2716

## Syllabus<sup>1</sup> - The Making of Modern Europe



This course is designed to introduce students to the modern era. Moving from the seventeenth through the twentieth centuries, we will trace how the Atlantic system of trade, ideas born in the European Enlightenment, and urbanization and industrialization reshaped not only Europe, but the world at large. We will examine both the political picture of monarchs, wars, and revolutions, as well as the social one of ordinary men and women. Course work includes lectures, discussions, and in-class analyses of primary sources. The Making of Modern Europe counts as the equivalent of the second half of a Western Civilization survey (History 510:102).

---

<sup>1</sup> Please keep in mind that a syllabus is like a contract: it tells you what you should expect from this course, and what is expected from you. As a student in a college-level classroom, you are expected to meet the requirements specified below. If any of this poses a problem for you, I strongly recommend that you consider taking a different course.

### **Required reading:**

Lynn Hunt, Thomas R. Martin, Barbara H. Rosenwein, and Bonnie G. Smith, *The Making of the West, Volume 2: Since 1500*, Fifth edition (Bedford/St. Martin's, 2016) ISBN-1319054994. \*Be sure to get the **fifth** edition of the text and to register for online access to Macmillan LaunchPad per the instructions on the last page of this syllabus.

### **Requirements:**

#### *Conduct, attendance, and participation (20 points)*

You are expected to attend every class, to arrive on time, to come prepared in terms of the reading and writing assignments, and to participate civilly in class discussions. You are also expected to remain in the classroom during our sessions – exceptions will be made for emergencies *so long as I am notified in advance*. Electronic and mobile devices are to be turned off and out of reach during class time – exceptions will be made if you are in the midst of a family emergency *so long as I am notified in advance*. Courtesy dictates that if you cannot attend a scheduled class, you should let me know via email or voicemail prior to that class. *NB*: When you send me an email, please keep in mind that these are not texts among friends, but rather communications among professionals. In other words, emails should begin with a polite and formal address (like “Dear Dr. Bernstein,”), they should be written carefully and grammatically, and they should be signed with your full name.

#### *Written comments on primary sources (30 points total)*

Ten times over the course of the semester, you are to submit prior to class via Sakai Assignments a carefully written paragraph that (1) puts something particularly striking from one of the assigned primary sources *in your own words*; (2) analyzes it with regard to its meaning and implications; and (3) raises a *relevant question* for our class discussion. (This question will *not* count if it's something that can easily be looked up with a Google or other search.) Each set of comments is worth up to three points. There are 12 opportunities to submit comments; you are welcome to skip two of these assignments. You also have the option to submit all 12; I will count all your accumulated points when I calculate your final grade.

#### *Completion of each chapter's "Learning Curve" online (24 points)*

No later than the dates and times listed in the syllabus, students need to complete each unit's Learning Curve exercise in the Macmillan online course packet. Each finished exercise will yield two points toward the final grade.

#### *Midterm exam (10 points)*

Midway through the semester, there will be an exam on the material in the lectures and assigned reading to date.

#### *Final exam (16 points)*

At the end of the semester, there will be an exam on the entire course.

### **When you complete this course you will have learned:**

The basic contours of modern European history;

How liberalism, conservatism, nationalism, socialism, and feminism emerged in various places at specific historical junctures;  
How social class, nationality, and gender affected people's experiences in the past;  
How historians read and interpret primary sources.

\*\*\*\*\*

### **Wednesday, January 18**

Introduction to the course and its requirements

### **Monday, January 23**

Read Chapter 16: Absolutism, Constitutionalism, and the Search for Order, 1640-1700

Read in Launch Pad and be prepared to discuss:

**Document 16-1** Mercantilism in the Colonies: *Instructions from Jean-Baptiste Colbert* (1667, 1668) and a *Royal Ordinance* (1669)

**Document 16-2** Regime Change: *The Trial of Charles I* (January 1649)

**Document 16-3** Civil War and Social Contract: Thomas Hobbes, *Leviathan* (1651)

**Document 16-4** The Consent of the Governed: John Locke, *The Second Treatise of Government* (1690)

**Document 16-5** Opposing Serfdom: Ludwig Fabritius, *The Revolt of Stenka Razin* (1670)

### **Wednesday, January 25**

\*Complete "Learning Curve" exercise on Chapter 16 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on January 25

### **Monday, January 30**

Read Chapter 17: The Atlantic System and Its Consequences, 1700-1750

Read in Launch Pad and be prepared to discuss:

**Document 17-1** Captivity and Enslavement: Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano Written by Himself* (1789)

**Document 17-2** A "Sober and Wholesome Drink": *A Brief Description of the Excellent Vertues of That Sober and Wholesome Drink, Called Coffee* (1674)

**Document 17-3** Westernizing Russian Culture: Peter I, *Decrees and Statutes* (1701-1723)

**Document 17-4** Early Enlightenment: Voltaire, *Letters Concerning the English Nation* (1733)

**Document 17-5** Questioning Women's Submission: Mary Astell, *Reflections upon Marriage* (1706)

### **Wednesday, February 1**

\*Complete "Learning Curve" exercise on Chapter 17 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on February 1

### **Monday, February 6**

Read Chapter 18: The Promise of Enlightenment, 1750-1789

Read in Launch Pad and be prepared to discuss:

**Document 18-1** Rethinking Modern Civilization: Jean-Jacques Rousseau, *Discourse on the Origin and Foundations of Inequality among Men* (1753)

**Document 18-2** An Enlightened Worker: Jacques-Louis Ménétra, *Journal of My Life* (1764–1802)

**Document 18-3** Reforming the Law: Cesare Beccaria, *On Crimes and Punishments* (1764)

**Document 18-4** Reforming Commerce: Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776)

**Document 18-5** Enlightened Monarchy: Frederick II, *Political Testament* (1752)

### **Wednesday, February 8**

\*Complete “Learning Curve” exercise on Chapter 18 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on February 8

### **Monday, February 13**

Read Chapter 19: The Cataclysm of Revolution, 1789-1799

Read in Launch Pad and be prepared to discuss:

**Document 19-1** Defining the Nation: Abbé Sieyès, *What Is the Third Estate?* (1789)

**Document 19-2** The People under the Old Regime: *Political Cartoon* (1815)

**Document 19-3** Establishing Rights: National Assembly, *The Declaration of the Rights of Man and of the Citizen* (1789)

**Document 19-4** A Call for Women’s Inclusion: Olympe de Gouges, *Declaration of the Rights of Woman* (1791)

**Document 19-5** Defending Terror: Maximilien Robespierre, *Report on the Principles of Political Morality* (1794)

**Document 19-6** Liberty for All?: *Decree of General Liberty* (August 29, 1793) and Bramante Lazzary, *General Call to Local Insurgents* (August 30, 1793)

### **Wednesday, February 15**

\*Complete “Learning Curve” exercise on Chapter 19 by 2:50 pm

\*Comments on one of the above sources, must be submitted via Sakai Assignments no later than 2:50 pm on February 15

### **Monday, February 20**

Read Chapter 20: Napoleon and the Revolutionary Legacy, 1800-1830

Read in Launch Pad and be prepared to discuss:

**Document 20-1** Napoleon in Egypt: *The Chronicle of Abd al-Rahmanal-Jabarti* (1798)

**Document 20-2** The Conservative Order: Prince Klemens von Metternich, *Results of the Congress at Laybach* (1821)

**Document 20-3** Challenge to Autocracy: Peter Kakhovsky, *The Decembrist Insurrection in Russia* (1825)

**Document 20-4** The Romantic Imagination: William Wordsworth, *Preface to Lyrical Ballads* (1800)

**Document 20-5** Musical Romanticism: *Reviews of Beethoven's Works* (1799, 1812)

**Wednesday, February 22**

\*Complete "Learning Curve" exercise on Chapter 20 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on February 22

**Monday, February 27**

Read Chapter 21: Industrialization and Social Ferment, 1830-1850

Read in Launch Pad and be prepared to discuss:

**Document 21-1** Establishing New Work Habits: *Factory Rules in Berlin* (1844)

**Document 21-2** New Rules for the Middle Class: Sarah Stickney Ellis, *Characteristics of the Women of England* (1839)

**Document 21-3** The Division of Labor: *Testimony Gathered by Ashley's Mines Commission* (1842) and *Punch Magazine, "Capital and Labour"* (1843)

**Document 21-4** What Is the Proletariat?: Friedrich Engels, *Draft of a Communist Confession of Faith* (1847)

**Document 21-5** Demanding Political Freedom: *Address by the Hungarian Parliament (March 14, 1848)* and *Demands of the Hungarian People* (March 15, 1848)

**Document 21-6** Imperialism and Opium: Commissioner Lin, *Letter to Queen Victoria* (1839)

**Wednesday, March 1**

\*Complete "Learning Curve" exercise on Chapter 21 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on March 1

**Monday, March 6**

Review for midterm exam

**Wednesday, March 8**

\*Midterm exam

**Monday, March 13-Friday, March 17**

Spring break

**Monday, March 20**

Read Chapter 22: Politics and Culture of the Nation-State, 1850-1870

Read in Launch Pad and be prepared to discuss:

**Document 22-1** Ending Serfdom in Russia: Peter Kropótkin, *Memoirs of a Revolutionist* (1861)

**Document 22-2** Fighting for Italian Nationalism: Camillo di Cavour, *Letter to King Victor Emmanuel* (July 24, 1858)

**Document 22-3** Realpolitik and Otto von Bismarck: Rudolf von Ihering, *Two Letters* (1866)

**Document 22-4** Social Evolution: Herbert Spencer, *Progress: Its Law and Cause* (1857)

**Document 22-5** The Science of Man: Charles Darwin, *The Descent of Man* (1871)

**Wednesday, March 22**

\*Complete "Learning Curve" exercise on Chapter 22 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on March 22

**Monday, March 27**

Read Chapter 23: Empire, Industry, and Everyday Life, 1870-1890

Read in Launch Pad and be prepared to discuss:

**Document 23-1** Defending Conquest: Jules Ferry, *Speech before the French National Assembly* (1883)

**Document 23-2** Resisting Imperialism: Ndansi Kumalo, *His Story* (1890s)

**Document 23-3** Global Competition: Ernest Edwin Williams, *Made in Germany* (1896)

**Document 23-4** The Advance of Unionism: Margaret Bondfield, *A Life's Work* (1948)

**Document 23-5** Artistic Expression: Edgar Degas, *Notebooks* (1863–1884)

**Wednesday, March 29**

\*Complete "Learning Curve" exercise on Chapter 23 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on March 29

**Monday, April 3**

Read Chapter 24: Modernity and the Road to War, 1890-1914

Read in Launch Pad and be prepared to discuss:

**Document 24-1** The Idealized Family: Eugenics Education Society of London, *Eugenics for Citizens: Aim of Eugenics* (c. 1907)

**Document 24-2** Tapping the Human Psyche: Sigmund Freud, *The Interpretation of Dreams* (1900)

**Document 24-3** The Dreyfus Affair: Émile Zola, "J'accuse!" (January 13, 1898)

**Document 24-4** Militant Suffrage: Emmeline Pankhurst, *Speech from the Dock* (1908)

**Document 24-5** Imperialism and Anti-Imperialism: Rudyard Kipling, *The White Man's Burden and Editorial from the San Francisco Call* (1899)

**Document 24-6** Exalting War: Heinrich von Treitschke, *Place of Warfare in the State* (1897-1898) and Henri Massis and Alfred de Tarde, *The Young People of Today* (1912)

**Wednesday, April 5**

\*Complete "Learning Curve" exercise on Chapter 24 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on April 5

### **Monday, April 10**

Read Chapter 25: World War I and Its Aftermath, 1914-1918

Read in Launch Pad and be prepared to discuss:

**Document 25-1** The Horrors of War: Fritz Franke and Siegfried Sassoon, *Two Soldiers' Views* (1914–1918)

**Document 25-2** Mobilizing for Total War: L. Doriat, *Women on the Home Front* (1917)

**Document 25-3** Revolutionary Marxism Defended: Vladimir Ilyich Lenin, *The State and Revolution* (1917)

**Document 25-4** Establishing Fascism in Italy: Benito Mussolini, *The Doctrine of Fascism* (1932)

**Document 25-5** A New Form of Anti-Semitism: Adolf Hitler, *Mein Kampf* (1925)

### **Wednesday, April 12**

\*Complete “Learning Curve” exercise on Chapter 25 by 1:30 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on April 12

### **Monday, April 17**

Read Chapter 26: The Great Depression and World War II, 1929-1945

Read in Launch Pad and be prepared to discuss:

**Document 26-1** Socialist Nationalism: Joseph Goebbels, *Nazi Propaganda Pamphlet* (1930)

**Document 26-2** The Spanish Civil War: *Eyewitness Accounts of the Bombing of Guernica* (1937)

**Document 26-3** Seeking a Diplomatic Solution: Neville Chamberlain, *Speech on the Munich Crisis* (1938)

**Document 26-4** The Final Solution: Sam Bankhalter and Hinda Kibort, *Memories of the Holocaust* (1938–1945)

**Document 26-5** Atomic Catastrophe: Michihiko Hachiya, *Hiroshima Diary* (August 7, 1945)

### **Wednesday, April 19**

\*Complete “Learning Curve” exercise on Chapter 26 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments no later than 2:50 pm on April 19

### **Monday, April 24**

Read Chapter 27: The Cold War and the Remaking of Europe, 1945-1960s

Read in Launch Pad and be prepared to discuss:

**Document 27-1** Stalin and the Western Threat: The Formation of the Communist Information Bureau (Cominform) (1947)

**Document 27-2** Truman and the Soviet Threat: National Security Council, *Paper Number 68* (1950)

**Document 27-3** Throwing Off Colonialism: Ho Chi Minh, *Declaration of Independence of the Republic of Vietnam* (1945)

**Document 27-4** The Condition of Modern Women: Simone de Beauvoir, *The Second Sex* (1949)

**Document 27-5** Cold War Anxieties: “How You Can Survive Fallout”: *Life*  
Magazine Cover and Letter from President John F. Kennedy (1961)

**Wednesday, April 26**

\*Complete “Learning Curve” exercise on Chapter 27 by 2:50 pm

\*Comments on one of the above sources must be submitted via Sakai Assignments  
no later than 2:50 pm on April 26

**Monday, May 1**

Review for final exam

\*\*\*\*\*

**Instructions for access to Macmillan’s LaunchPad”**

The purchase of the fifth edition of *The Making of the West* provides online access to Macmillan’s “LaunchPad.” LaunchPad contains the primary source documents assigned for the course, very useful review materials, and the weekly assignment regarding each chapter in “Learning Curve.” Registration is **required** in order for you to complete the course.

Follow these steps to get started. Go to:

<http://www.macmillanhighered.com/launchpad/hunt5e/4874114>

Be sure to bookmark this page for easy access.

You have three options: you can purchase direct access, you can buy an access code, or you can get free 21-day access while deciding.

To navigate and start using LaunchPad, please consult the [Get Started guide](#) and/or view this [video](#).

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative Monday-Thursday 8am-3am, Friday 8am-12am, Saturday 12pm-8pm, and Sunday 12am-3am through the [online form](#); by chat, or by phone (800-936-6899).