### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI: Historical and Cultural Studies; IX: American and European Perspectives</th>
</tr>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>HISTORY</td>
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<tr>
<td>Course #</td>
<td>HIST 105</td>
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<tr>
<td>Course Title</td>
<td>Modern Europe</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>4</td>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Robert H. Greene</td>
<td>8/28/08</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-2986</td>
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<tr>
<td>Program Chair</td>
<td>Richard Drake</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Jerry Fetz</td>
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### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course will introduce students to some of the major themes in European history from the seventeenth century to the end of the twentieth century and beyond. Particular topics to be examined include: the scientific revolution; absolutism and the rise of the nation-state; the Enlightenment; the French Revolution and the emergence of political alternatives to absolutism; the Napoleonic age and its aftermath; the rise of romanticism; liberalism and its discontents; the emergence and appeal of socialism; the growth of nationalism; imperialism and colonization; urbanization and industrialization; modernity and cultures of anxiety; the First World War and the Bolshevik Revolution; communism and fascism; the Second World War and the Holocaust; European reconstruction and the beginnings of the Cold War; decolonization and the end of the European empires; the fall of communism and the search for a new European consensus.

In this course, students will develop critical reading and analytical skills that are essential tools to a liberal arts education. They will gain a greater awareness of the Western tradition and how it has shaped the modern world in which they live.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<p>| Criteria for Group VI: Historical and Cultural Studies | Students will gain familiarity with and knowledge of the broad chronology of modern European history. Through close readings of primary texts, students will learn to analyze historical documents in their social, cultural, and political contexts. Critical analytical skills acquired will serve as a foundation for further upper-division coursework in History. |</p>
<table>
<thead>
<tr>
<th>Criteria for Group IX: American and European Perspectives</th>
<th>Students will gain familiarity with and knowledge of the major political, cultural and intellectual trends in European thought since the seventeenth century. Critical analytical skills acquired will serve as a foundation for further upper-division coursework in History.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goals for Group VI: Historical and Cultural Studies</td>
<td>Through close readings of primary texts, students will learn to analyze historical documents in their social, cultural, and political contexts. Critical analytical skills acquired will serve as a foundation for further upper-division coursework in History.</td>
</tr>
<tr>
<td>Learning Goals for Group IX: American and European Perspectives</td>
<td>Students will learn to identify the major political, cultural and intellectual trends in European thought since the seventeenth century. Critical analytical skills acquired will serve as a foundation for further upper-division coursework in History.</td>
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</table>

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*

**HISTORY 105: Modern Europe**  
**MWF, 9.10am-10.00am**  
**Social Science Bldg 356**

Prof: Robert H. Greene  
Office hours: LA 258; MW 10-11am; Fridays by appointment  
Email: robert.greene@umontana.edu

**Course description:** This course will introduce students to some of the major themes in European history from the seventeenth century to the end of the twentieth century and beyond. Particular topics to be examined include: the scientific revolution; absolutism and the rise of the nation-state; the Enlightenment; the French Revolution and the emergence of political alternatives to absolutism; the Napoleonic age and its
aftermath; the rise of romanticism; liberalism and its discontents; the emergence and appeal of socialism; the growth of nationalism; imperialism and colonization; urbanization and industrialization; modernity and cultures of anxiety; the First World War and the Bolshevik Revolution; communism and fascism; the Second World War and the Holocaust; European reconstruction and the beginnings of the Cold War; decolonization and the end of the European empires; the fall of communism and the search for a new European consensus.

Course requirements: This is a 100-level course designed as an introduction for undergraduates; no prior knowledge of European history is assumed or required.

We do expect and require the following of all university students:
- that you attend and take notes during all lectures and discussion section meetings
- that you complete all written assignments on time
- that you do all of the reading all of the time

These are key elements to success in this course. If you cannot commit to these expectations, you should find another course.

Attendance: This is a four-credit course that meets four times a week (three lectures and one discussion section). Attendance at all sessions is mandatory. Each unexcused absence from section will result in a loss of two percentage points from your final grade.

This is a large lecture course; please show courtesy to your fellow students and to me by coming on time and remaining seated for the duration of the hour. If you have a documented medical condition that makes this impossible, please see me.

Please silence all cellphones and refrain from talking and reading in class. Thank you.

Assignments and grading scale:
- Active section participation, quizzes and weekly section assignments (200-word responses to the week’s primary sources): 10%
- Two midterm examinations: 50% (combined) (Feb 26 and April 6)
- One cumulative final examination: 40% (May 9)

(Students in the honors discussion section will be responsible for additional assignments; their grades will be calculated differently)

Please arrange all travel plans so that you will not miss any scheduled classes, exams, or paper due dates. No extensions will be granted; no make-up exams will be administered.

Course objectives:
- Development of note-taking skills
- Development of critical/analytical reading skills
- Development of expository writing skills
- Exposure to and mastery of key themes and topics in modern European history

Texts: The following books are available for purchase at the campus bookstore in the University Center;
- Primo Levi, Survival at Auschwitz (various editions)
M, January 22: Introduction to the course

W, January 24: The Scientific Revolution
- TEXTBOOK:
  - Noble, pp 542-569
- SOURCES:
  - Cardinal Bellarmine, “Attack on the Copernican Theory” (34-35)
  - Galileo, *The Starry Messenger* (36-38)
  - Francis Bacon, “Attack on Authority and Advocacy of Experimental Science” (42-44)
  - Isaac Newton, *Principia Mathematica* (50-52)

F, January 26: L’état c’est moi: Absolutism in France
- TEXTBOOK:
  - Noble, pp 508-517
- SOURCES:
  - Bossuet, *Politics Drawn From the Very Word of Holy Scripture* (20-22)
  - Duc de Saint-Simon describes Louis XIV’s court at Versailles (available online at http://www.fordham.edu/halsall/mod/17stsimon.html)

WEEK 2:
M, January 29: The English Civil War
- TEXTBOOK:
  - Noble, pp 570-581
- SOURCES:
  - The English Declaration of Rights (25-28)

W, January 31: The “Other Europe”: Poland and Russia in the 18th Century
- TEXTBOOK:
  - Noble, pp 499-501, 524-531

F, February 2: Enlightenment: The Age of Reason
- TEXTBOOK:
  - Noble, pp 570-581
- SOURCES:
  - Immanuel Kant, “What is Enlightenment?” (55-56)
  - Voltaire, “A Plea for Tolerance and Reason” (61-64)
  - Baron d’Holbach, *Good Sense* (66-67)
  - Denis Diderot, *Encyclopedia* (72-74)

WEEK 3:
M, February 5: Social and Economic Trends
- TEXTBOOK:
  - Noble, pp 531-539, 591-605

W, February 7: The French Revolution: The Republic of Virtue
- TEXTBOOK:
  - Noble, pp 581-583, 585-591, 606-616
- SOURCES:
  - Alexis de Tocqueville, “Critique of the Old Regime” (102-104)
  - Grievances of the Third Estate (98-100)
  - Emmanuel Sieyès, *What is the Third Estate?* (“Bourgeois Disdain..”) (100-101)
  - Declaration of the Rights of Man and Citizens (104-106)
F, February 9: The French Revolution: Terror and the Scaffold
- TEXTBOOK:
  o Noble, pp 616-624
- SOURCES:
  o Maximilien Robespierre, “Republic of Virtue” (114-116)
  o Abbé Carrichon, “The Guillotine” (116-117)
  o General Turreau, “Uprising in the Vendée” (118-119)

WEEK 4:
M, February 12: Napoleon
- TEXTBOOK:
  o Noble, pp 624-638
- SOURCES:
  o Napoleon as Leader, General, Tyrant, Reformer (119-123)

W, February 14: Conservatism and the Post-Napoleonic Order
- TEXTBOOK:
  o Noble, pp 666-670, 686-691
- SOURCES:
  o Edmund Burke, Reflections on the Revolution in France (152-154)
  o Metternich on “The Odious Ideas of the Philosophes” (154-155)
  o Joseph de Maistre, Essay on the Generative Principle of Political Constitutions (155-156)

F, February 16: Romanticism
- TEXTBOOK:
  o Noble, pp 670-673
- SOURCES:
  o William Wordsworth, “Tables Turned” (147-148)
  o William Blake, “Milton” (148-149)
  o Bettina Brentana von Armin, “Beethoven” (149-151)

WEEK 5:
M, February 19: PRESIDENT’S DAY. NO CLASS.

W, February 21: Liberalism and its Discontents
- TEXTBOOK:
  o Noble, pp 583-585, 674-677, 681-686
- SOURCES:
  o Mary Wollstonecraft, Vindication of the Rights of Woman (106-109)
  o Benjamin Constant, “On the Limits of Popular Sovereignty” (157-158)
  o John Stuart Mill, On Liberty (158-159)
  o Thomas Hill Green, “Liberal Legislation and Freedom of Contract” (188-191)

F, February 23: The Springtime of Peoples: The Revolutions of 1848 and Their Aftermath
- TEXTBOOK:
  o Noble, pp 691-703
- SOURCES:
  o Alexis de Tocqueville, “The June Days” (164-165)
  o Carl Schurz, “Revolution Spreads to the German States” (166-168)

WEEK 6:
M, February 26: FIRST MIDTERM EXAMINATION!
- Bring a blue book!
W, February 28: The Industrial Revolution: Economics and Society

- TEXTBOOK:
  - Noble, pp 639-651, 732-737

- SOURCES:
  - Edward Baines, “Britain’s Industrial Advantages and the Factory System” (126-128)
  - Adam Smith, “The Division of Labor” (129-130)
  - Adam Smith, “The Wealth of Nations” (131-132)

F, March 2: Industrialization and the Emergence of the Working Class

- TEXTBOOK:
  - Noble, pp 651-665, 742-749

- SOURCES:
  - The Sadler Report on Child Labor (135-137)
  - Factory Rules (139-141)

WEEK 7:

M, March 5: “There is a Spectre Haunting Europe”: Marxism and European Socialism

- TEXTBOOK:
  - Noble, pp 677-681

- SOURCES:
  - Karl Marx and Friedrich Engels, *Communist Manifesto* (182-188)

W, March 7: Rise of Nations: The Unification of Italy and Germany

- TEXTBOOK:
  - Noble, pp 703-715

- SOURCES:
  - Ernst Mortiz Arndt, “The War of Liberation” (160-161)
  - Giuseppe Mazzini, “Young Italy” (161-163)

F, March 9: Victorian Society, Economy, and Culture

- TEXTBOOK:
  - Noble, pp 724-727, 737-742

- SOURCES:
  - Samuel Smiles, *Self-Help* and *Thrift* (142-144)
  - Henry Mayhew, “Prostitution in Victorian London” (205-207)

WEEK 8:


- TEXTBOOK:
  - Noble, pp 750-760

- SOURCES:
  - Charles Darwin, “Natural Selection” (177-181)
  - Houston Stewart Chamberlain, “The Importance of Race” (226-227)
  - Hermann Ahlwardt, “The Semitic versus the Teutonic Race” (229-231)

W, March 14: “The White Man’s Burden”: Imperial Expansion

- TEXTBOOK:
  - Noble, pp 761-772

- SOURCES:
  - Cecil Rhodes, *Confession of Faith* (244-246)
   • TEXTBOOK:
     o Noble, pp 772-778
   • SOURCES:
     o Friedrich Nietzsche, excerpts from *The Will to Power* and *The Antichrist* (275-279)
     o Sigmund Freud, excerpts from *The Unconscious* and *Civilization and its Discontents* (279-282)
     o Gustav Le Bon, “Mass Psychology” (283-286)
     o Joseph Conrad, *Heart of Darkness* (287-291)

WEEK 9:
M, March 19: Entangling Alliances: The Road to War
   • TEXTBOOK:
     o Noble, pp 778-793
   • SOURCES:
     o Heinrich von Treitschke, “The Greatness of War” (305-306)
     o Friedrich von Bernhardi, *Germany and the Next War* (306-307)
     o Documents of The Black Hand (308-309)

W, March 21: The Great War
   • TEXTBOOK:
     o Noble, pp 794-806, 811-816
   • SOURCES:
     o Responses to war in Paris, Vienna, Berlin, and London (310-315)
     o Erich Maria Remarque, *All Quiet on the Western Front* (315-318)
     o Siegfried Sassoon, “Base Details” (318)
     o Wilfred Owen, “Disabled” (319)

F, March 23: Versailles and the Post-War Settlement
   • TEXTBOOK:
     o Noble, pp 816-827
   • SOURCES:
     o Women at War (320-326)
     o Woodrow Wilson, “The Idealistic View” (326-328)
     o Georges Clemenceau, “French Demands for Security and Revenge” (328-331)
     o Paul Valéry, “Disillusionment” (336-337)
     o Erich Maria Remarque, “The Lost Generation” (337-338)
     o Ernst von Salomon, “Brutalization of the Individual” (338-339)
     o Sigmund Freud, “A Legacy of Embitterment” (339-341)

WEEK 10: SPRING BREAK!

WEEK 11:
M, April 2: The Rites of Spring: Irrationality and Anxiety in the Arts
   • TEXTBOOK:
     o Noble, pp 854-888
   • SOURCES:
     o Filippo Tommaso Marinetti, *Manifesto of Futurism* (297-299)
     o Tristan Tzara, «Dada» (299-301)

W, April 4: The Bolshevik Revolution
F, April 6: **SECOND FIRST MIDTERM EXAMINATION!**
   - *Bring a blue book!*

**WEEK 12:**
M, April 9: Weimar Germany
   - **TEXTBOOK:**
     - Noble, pp 848-853, 859-864
   - **SOURCES:**
     - Max Cohen, “I Was One of the Unemployed” (369-372)
     - Heinrich Hauser, “With Germany’s Unemployed” (372-375)

W, April 11: The Rise of Fascism: Hitler and Mussolini
   - **TEXTBOOK:**
     - Noble, pp 839-848, 869-878
   - **SOURCES:**
     - Benito Mussolini, “Fascist Doctrines” (367-369)
     - Adolf Hitler, *Mein Kampf* (376-380)
     - Kurt G. W. Ludecke, “The Demagogic Orator” (380-381)
     - Ernst Huber, “The Authority of the Führer…” (384-385)
     - Louis P. Lochner, “Book Burning” (387-388)

F, April 13: Soviet Russia under Stalin
   - **TEXTBOOK:**
     - Noble, pp 833-835, 865-869
   - **SOURCES:**
     - Stalin, “The Hard Line” (346-347)
     - Stalin, “Liquidation of the Kulaks” (347-348)
     - Lev Kopelev, “Terror in the Countryside” (348-351)
     - Miron Dolot, *Execution by Hunger* (352-355)
     - Yevgeny Yevtushenko, “Literature as Propaganda” (357-359)

**WEEK 13:**
M, April 16: The Origins of the Second World War
   - **TEXTBOOK:**
     - Noble, pp 878-890
   - **SOURCES:**
     - Horace Rumbold, “Pacifism is the Deadliest of Sins” (398-400)
     - George S. Messersmith, “The Nazis Were After … Unlimited Territorial Expansion” (400-401)
     - Stefan Zweig, *The World of Yesterday* (403-405)
     - Neville Chamberlain, “In Defense of Appeasement” (405-407)

W, April 18: World War Two
   - **TEXTBOOK:**
     - Noble, pp 891-916
   - **SOURCES:**
     - Adolf Hitler, “Poland will be Depopulated…” (410-411)
The Indoctrination of the German Soldier (417-420)  
Joseph Goebbels, “The Morale of the German People…” (440-442)  
Hitler, “Political Testament” (445-447)

F, April 20: Life and Death on the Eastern Front
• SOURCES:
  o William Hoffman, “Diary of a German Soldier” (421-424)
  o Anton Kuzmich Dragan, “A Soviet Veteran Recalls” (425-427)
  o Joachim Wieder, Memories and Reassessments (427-429)
  o Hermann Graebe, “Slaughter of Jews in Ukraine” (429-431)
  o Marie Neumann, “We’re in the Hands of a Mob…” (442-445)

WEEK 14:
M, April 23: The Holocaust
• Primo Levi, Survival at Auschwitz (pp 1-86)

W, April 25: Film Screening: Night and Fog (dir. Alain Resnais, 1955)
• Primo Levi, Survival at Auschwitz (pp 87-173; recommended: pp 175-187)
• SOURCES:
  o Rudolf Hoess, Commandant of Auschwitz (431-433)
  o Nerin E. Gun, “The Liberation of Dachau” (439-440)

F, April 27: Postwar Reconstruction and the Beginning of the Cold War
• TEXTBOOK:
  o Noble, pp 918-933
• SOURCES
  o Stephen Spender, European Witness (451-452)
  o Bruno Foa, “Europe in Ruins” (452-455)
  o Winston Churchill, “The Iron Curtain” (455-456)
  o Milovan Djilas, The New Class (460-462)

WEEK 15:
M, April 30: A Return to Normalcy? Europe in the 1960s, 70s, & 80s
• TEXTBOOK:
  o Noble, pp 933-953
• SOURCES
  o Ndabanigi Sithole on imperialism (468-471)
  o Hannah Vogt, The Burden of Guilt (472-474)
  o Richard von Weizsäcker, “We Seek Reconciliation” (474-475)
  o Elie Wiesel, “Reflections of a Survivor” (476-478)

W, May 2: 1989 and the Fall of the Wall
• TEXTBOOK:
  o Noble, pp 955-963
• SOURCES:
  o Vaclav Havel, “The Failure of Communism” (481-484)

F, May 4: A Unified Europe?
• TEXTBOOK:
  o Noble, pp 964-1006 (skim)
• SOURCES:
  o Samuel P. Huntington, “The Clash of Civilizations” (491-495)
  o Bertie Ahern on EU expansion (516-519)
FINAL EXAM: Monday, May 9, 10am-12pm