Western Civilization, 1715-Present  
History 4C – Spring 2001  
University of California, Santa Barbara  
T/Th: 12:30-1:45

Professor Erika Rappaport  
Office: Humanities 4240  
Phone: 893-8439  
E-mail: rappaport@humanitas.ucsb.edu  
Hours: Thursdays 2-4:00 or by appointment

Teaching Assistants: Josh Ashenmiller, Sandra Dawson, Jason Kelly, Anne Peterson

THEMES AND OBJECTIVES:

During the past three hundred years Europeans have experienced unprecedented changes in their economy, society, culture, and politics. Through lectures, readings, and discussions, this course will explore how men, women, and children experienced these revolutionary upheavals. We will particularly examine how individuals, families, and communities responded to and brought about a society that came to see itself as "modern." Themes will include the nature of revolution, industrialization and urbanization, the growth of nationalism, and the origins and impact of European world dominance. We will also trace the demise of this dominance through two catastrophic world wars, revolution and economic crisis.

In addition to introducing you to some of the major trends in modern European history, this course is designed to familiarize you with the methods historians use to learn about the past. A heavy emphasis will be placed on reading primary historical documents (memoirs, speeches, and other first-hand accounts) and writing original, source-based essays. This course will thus also aid you in improving your reading, writing, and analytic skills.

REQUIRED READINGS: The following books are available at the UCSB and I.V. bookstores:

--Dickens, Charles, Hard Times
--Zola, Emile, The Ladies' Paradise
--Silone, Ignazio, Bread and Wine
--Course Reader available at Alternative Copy Shop, 6556 Pardall Road, I.V.

--Please Note: the honors section will also be required to purchase and read an additional reader, available at Alternative Copy Shop, 6556 Pardall Road, I.V.
COURSE REQUIREMENTS:

1. Attendance and full participation in section discussion and completion of section assignments (20%). You must be enrolled in a discussion section to receive credit for the course. In the sections you will more fully explore themes developed in lectures and readings. There is also an honors section for students interested in more intensive discussions in a smaller group. Students will receive an extra credit hour (1 unit) for enrolling in this section. Interested students should meet with Jason Kelly after the first lecture.

2. This course meets the university writing requirement (1,800 words). There will be one 1,800 word (7-8 page) paper, typed written and double-spaced. (25%) – due in class on Tuesday, May 15th (week seven)

3. Midterm examination (25%) – in class, Tuesday, May 8th (week six)

4. Final examination. (30%) – Saturday, June 9th, 12-3.

*************

CLASS SCHEDULE:

Week 1: INTRODUCTION/IMAGINING THE OLD REGIME
4/3 -- Course Introduction
4/5 -- Families and Orders in the Old Regime
Reading:
Begin Reading Charles Dickens, Hard Times, to be discussed in sections, week four
Reader #1, Kishlansky, “How to Read a Document”

Week 2: ORDER AND DISORDER IN THE OLD REGIME
4/10 -- The New Commerce and Age of Enlightenment
4/12 -- The Coming of the French Revolution
Reading:
Kishlansky, Chapter 20
Reader #2, Robert Clive, Speech in Commons (on English interests in India), (1772)
Reader #3, Cesare Beccaria, An Essay on Crimes and Punishments, (1764)
Reader #4, Adam Smith, The Wealth of Nations, (1776)
Reader #5, Immanuel Kant, What is Enlightenment?, (1784)
Week 3: REVOLUTIONS--I
4/17 – Revolutions in France
4/19 – England and the “Industrial Revolution”
Reading:
Kishlansky, Chapter 21
Reader #6 Abbe Sieyes, What is the Third Estate?, (January 1789)
Reader #7 Declaration of the Rights of Man, (August 1789)
Reader #8, Olympe de Gouges, Declaration of the Rights of Woman, (1791)
Reader #9, Maximilien Robespierre, ‘Virtue and Terror’: Speech to the Convention, (February 1794)

Week 4: CLASS, GENDER AND THE REORDERING OF SOCIETY
4/24 -- Living in a Class Society
4/26 -- Living and Dying in the Big City
Reading:
Discuss: Charles Dickens, Hard Times
Kishlansky, Chapter 22

Week 5: NEW IDEOLOGIES, NEW IDENTITIES
5/1 -- Conservatism and its Enemies
5/3 -- Nations and Nationalism
Reading:
Kishlansky, chapter 23
Begin reading Zola, The Ladies’ Paradise
Sections will discuss midterm and paper preparation

Week 6: LIBERALISM AND ITS DISCONTENTS
5/8 -- Midterm
5/10 – Culture, Society and Economy in the Fin-de-Siècle
Reading:
Kishlansky, chapter 24
Discuss Zola, The Ladies Paradise

Week 7: VIOLENCE AND THE (UN)MAKING OF MODERN EUROPE
5/15 – A New Imperialism? Papers due in lecture
5/17 – The Great Fratricide: World War I
Reading:
Kishlansky, chapter 25 and 26
Reader #10, George Orwell, Shooting an Elephant, (1936)
Reader #11, Stefan Zweig, Vienna: The Rushing Feeling of Fraternity—1914, (1941)
Reader #12, Erich Maria Remarque, selection from All Quiet on the Western Front, (1929)
Reader #13, Women’s Popular Protests: Berlin, 1915

Week 8: REVOLUTIONS --II
5/22 -- The Russian Revolution
5/24 -- Fascist Europe

Reading:
Kishlansky, chapter 27
Discuss Bread and Wine

Week 9: TOTAL WAR
5/29 -- World War II
5/31-- The Holocaust

Reading:
Kishlansky, chapter 28
Reader #14, Hertha Nathorff, Diary, (1933-38)
Reader #15, Haile Selassie, Speech before the League of Nations, (June 1936)
Reader #17, Elie Wiesel, Arrival: The Death Train (1956)

Week 10: LEGACIES
6/5-- Unity and Disunity in Postwar Europe
6/7-- From the Cold War to the New Europe

Reading:
Kishlansky: chapters 29 and 30
Reader #18, George C. Marshall, Laying the Foundations for Recovery, (June 1947)
Reader #19, Nikita S. Kruschev, Report to the Twentieth Party Congress, (February 1956)
Reader #20, Ho Chi Minh, Declaration of Independence of the Republic of Vietnam, (September 2, 1945)

READING

-- Students should read the assigned work before the appropriate section meeting. The textbook is designed to give you an of the topics covered in lecture and to provide you with the background to understand the documents and/or other books.
-- You will also be responsible for and in some way tested (either exams or papers) on all assigned readings.
-- Throughout the course you should reflect upon how each document or book relates to lectures and the other readings. Ask yourself whether the same themes emerge in different types of texts? Do works written at the same period present that era differently? If so, Why?

PAPER TOPICS/ASSIGNMENT:
For the class paper you are required to write an 1,800 word (7-8 page) double-spaced, typed paper in
which you address the following questions. Each paper should include an introduction, specific examples from the book supporting your argument, and a conclusion that restates your main points.

1. Charles Dickens and Emile Zola wrote fiction (*Hard Times* and *The Ladies' Paradise*) that sought to expose what they viewed as social problems/changes associated with the modern economy. Write a paper in which you compare and contrast these authors’ analyses of these social problems. What are those problems and what does each author see as the source and/or solution to these problems?

2. In *Hard Times* by Charles Dickens and *The Ladies’ Paradise* by Emile Zola we are presented with two different visions of modern urban life. Compare and contrast these authors’ views of the metropolis. Are both authors entirely negative about the city? If not, why?

3. In what ways do Dickens and Zola use the factory and the department store to symbolize the shifting nature of industrial capitalism? In your answer, be sure to include the social relations, individuals/groups and activities that each of these institutions house.

--Late papers will be marked down a half grade for every day that it is late. Papers that are more than 4 days late will not be accepted. All papers under 7 full pages will not be accepted.
--Papers must be your own work. Phrases and ideas that are written by someone else must be given credit. You do this by direct quotation and/or a footnote that includes the source and the page number. If you do not do so, you are plagiarizing. Plagiarism is considered academic theft. The paper will not be acceptable and you will be reported to the Dean of Students and face disciplinary action.

Just a reminder... The following statement is official university policy. It will be adhered to in this course.

"The core of a university's integrity is its scholastic honesty. Academic dishonesty vitiates the university's educational role and defrauds all who comprise its community. It is expected that students understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work. Materials submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty, such as plagiarism or other forms of cheating, is unacceptable and will be met with disciplinary action."

In addition to expecting each student to do his or her own work in this class, I also expect each student to come to class on time, to avoid leaving early, talking, eating, or otherwise disrupting the class. Students who do so will be asked to leave. Please see the professor if this is a problem on a particular day.