



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE
AND INTERNATIONAL RELATIONS**

HISTORY PROGRAMME, TRIMESTER 2, 2006

**HIST 118: Making Europe Modern: Citizens, States and Nations
in the 19th and 20th Centuries
CRN 13082**

CO-ORDINATOR: Simone Gigliotti

LECTURERS: Simone Gigliotti, with contributions by lecturers principally from the History Programme, with additional lecturers from Art History, and Political Science Programmes (as noted in the Lecture and Tutorial Programme)

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OFFICE HOURS: Monday 12-1pm.

LECTURE TIMES: Mondays and Tuesdays 3:10 – 4:00 pm
Please note: lectures are not repeated or recorded.

VENUE Maclaurin LT101

TUTORIALS 1 x 50 minute tutorial per week, beginning in Week 2. Sign up sheets will be distributed in the first week of semester (Lecture 1). Tutorial groups, rooms and times will be posted on the History notice board later that week (4th Floor, Old Kirk), and posted on Blackboard. Any changes to the tutorial programme will be announced in lectures, posted on the History notice board outside OK405, and listed in “Announcements” on Blackboard.

BLACKBOARD: HIST118 utilizes Blackboard. Announcements made in lectures will be posted on it, as are lecture notes by 10am on the day of the lecture. Please ensure you are familiar with how to use Blackboard, and that the email address you provide on the tutorial registration sheet is the one you check regularly.

ADDITIONAL INFORMATION

Information about any changes to the timetable or programme will be announced in lectures and posted on the History notice board.

COURSE AIMS

HIST118 addresses key moments in European history in the 19th and 20th centuries. Introductory lectures provide formative background on historians' views of Europe as the crucible of the "modern" before treating key markers of positive and ambiguous impact from the late 18th century to the present. These key markers address politics, society, culture and economy, and make implicit and explicit reference to the impacts of change in terms of urbanization, industrialization, migrations, racial thought and philosophy of the Enlightenment and the French Revolution, popular culture, nationalism and the idea of the "modern". Fundamentally, while this course presents a "history" of modern Europe, it is by no means definitive or conclusive. HIST118 combines chronology and themes, an approach that emphasises political, social, and cultural experiences. The lectures hope to convey a sense of parallel histories: the projection of Europe as distinctly modern, Western, and as a construct of certain values of liberalism, progress, and democracy, and also to consider its "counter-history" - its instabilities, nuances and undercurrents. This "counter-history" reads the effects of change and progress as "negative" in terms of disease, violence, racial hierarchies, imperialism and colonial genocide, and outcasting of difference, eugenics, economic instability, fascism, World Wars I and II, the Holocaust, and in its wake, the continuity and fractures of that past and its confrontation with violent "European" and "German" identity in particular – the postwar division of Europe as an additional trauma of multiple separations and ideological conflict. How did Europe see itself, and how did the idea of the modern become indivisible from this area consisting of so many disparate territories, ethnic groups, political affiliations and politically disenfranchising regimes? Lectures present "big picture" moments or developments, while tutorials address close readings or case studies of related significance. The section on "course content" elaborates on these features of Europe.

COURSE OBJECTIVES

Students passing the paper should be able to:

Achieve the following "Europe-related" aims:

- Identify the changing geographical and territorial borders of Europe from the late 18th century to the present;
- Demonstrate knowledge of the countries, populations, religions and ethnicities of Europe during this time frame;
- Apply a critical perspective to the interpretation of European historical and contemporary identity through the following markers: national, regional, local, urban, rural, community, social, cultural, ethnic, and gender.

Think and write critically and efficiently:

- Display a mature level of critical thinking and reasoning about the interpretation of history through engagement with diverse primary and secondary source materials;
- Demonstrate good proficiency in interpretive skills (oral delivery, research, analysis, and writing) necessary for the completion of academic research.

Your responsibilities:

- Commit to lively weekly dialogue and assist in the creation of a positive learning experience in tutorials (attendance at tutorials presumes you have read the set readings so be prepared to contribute voluntarily, and also when asked by your tutor);
- Consult with your tutor if you are experiencing learning difficulties;
- Refrain from using the overwhelming convenience of "Google" and "Wikipedia" as research tools, and any other site maintained by non-academic institutions or bodies unless instructed by the course coordinator. Further instructions will be given about what constitutes "research" at first-year level.

COURSE CONTENT

Although the bulk of HIST118 focuses on Europe in the 19th and 20th centuries, it is necessary to provide a brief introduction to its history from 1789. Lectures present a broadly historical overview while tutorials focus on a thematic aspect of that related history. The course adopts the following thematic groupings to the lectures and tutorials:

1. **Citizens, States and Nations:** This section addresses the formative revolutionary era from 1789 including the political and social challenges and impacts in Europe and in its colonies. It also applies the theme of revolution to the making of the working-class citizen and agitation for labour rights.
2. **Progression, Reform and Anxieties: local and international contexts:** The lectures in this section address the period from 1850 to World War I, including the impact of state-making and nation-building on constructions of citizenship, ethnic inclusion and exclusion. We also address local scenes and contexts of anxiety: cities and urban spaces of disease, health and hygiene, immigrants and nationalism of the late 19th century and its relationship to European imperialism in Africa.
3. **War and Conflict: Ideology, Experience and Fascism:** This theme examines one of the most destructive, if not most traumatic, eras in modern European history. We address the political and experiential dimensions of war and conflict, particularly World War I, its impact on the development of alternative political utopias of fascism, namely Nazi Germany. The impact of that destructive era, particularly in the devastation of World War II and the Holocaust, is also examined in the post 1945 human rights framework and Nuremberg trials (initially) that attempted to account for such widespread criminality and re-make Germany through modern, democratic institutions in postwar occupation policies.
4. **Decline of Empire: the unmaking and remaking of Europe:** This concluding section examines selected themes in the postwar division of Europe into competing ideological paradigms of the Cold War: the communist Bloc of Eastern Europe and liberal, social progressivist model of the West. Themes of repression, surveillance, freedom, liberty, and mobility will be examined here, especially the waves of student protest, revolt and the critique of capital and empire in the tumultuous year of 1968. The fall of the Berlin Wall, and post-Communist ethnic nationalisms continue the theme of political decline and ethnic self-determinism (particularly in the Balkans), while the challenges facing Europe, particularly in Germany and France, will be considered in light of historical and contemporary antagonisms of multi-ethnic Europe, the burdens of memory, immigrants, terrorism, and EU pressures of economic unity as a transnational identity.

COURSE READING

Essential texts:

- You must purchase the **HIST118 Book of Readings** available from Student Notes Distribution Centre.

Recommended Reading:

There are no set textbooks, however, there is a list of recommended readings that appears in the section "Reading and Research for European History". These titles are available in the VUW library. This course guide will be uploaded as a separate document in the "Bibliography" section of Blackboard for easier access to the websites.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays); 10.00 am – 1.00 pm Saturdays. Phone: 463 5515

ASSESSMENT

HIST118 assessment comprises 3 pieces of written work (2 in-course assessment and one registry exam)

1. Written Exercise: (1000 words, exclusive of footnotes, endnotes and bibliography):

- 20% of the final grade (**due 7 August, 5pm**)
- Details, questions, learning objectives and their relationship to assessment criteria will be distributed in **Week 1**.

2. Essay: (2000 words, exclusive of footnotes, endnotes and bibliography):

- 40% of the final grade (**due 18 September, 5pm**):
- Topics distributed in the lecture of **Week 3** with a starting bibliography, and learning objectives and their relationship to the assessment criteria. This piece of work will evaluate your research and writing skills, ability to think critically about the sources used and demonstrate critical capacity in writing and interpretation. Primary and secondary source research is required for this essay. **You are strongly encouraged to attend your tutorial in Week 5, which will be devoted to “Reading and Writing for Effective Research”.**

3. Registry Examination (2 hours duration):

40% of the final grade

This will be held during the Trimester 2 Examination period beginning **16 October** and ending **12 November 2006**. **The exact date will be advised in due course.**

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work; see below in “Penalties”)
- Attend at **least 8 tutorials**

Faculty guidelines permit you to miss up to 2 tutorials without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis.

PLEASE NOTE: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

PLEASE NOTE that **20 October 2006** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 20 October must be sought in writing from the

Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

PENALTIES

Students will be penalised for late submission of essays—a deduction of **4% for the first day** late, and **2% per day thereafter**, up to a maximum of 8 days. Work that is more than **8 days** late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

WORKLOAD

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 12 hours per week to HIST118. This includes 2 hours of lectures and 1 x 1 hour tutorial per week.

AEGROTATS

Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **second** trimester courses in 2006 the starting point for this period is **Monday 25th September**

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: disability@vuw.ac.nz

The History Disability Liaison Person is Pauline Keating, OK 418, and can be contacted on 463 6760 or email pauline.keating@vuw.ac.nz

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	Location
FHSS	Dr Allison Kirkman	Murphy Building, room 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Parade, room 109D
Victoria International	Matthias Nebel	Rutherford House, room 206

The Student Services Group is also available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

Email: student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building:

Telephone 463 6983 or 463 6984

Email: education@vuwsa.org.nz.

Manaaki Pihipihinga Maori and Pacific Mentoring Programme

Academic mentoring for Maori and Pacific Students studying at all levels: Weekly session for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the facilities study rooms and computer suite, at any time, at Kelburn & Pipitea.

There are mature student and post grad networks.

If you would like to register as a mentor or mentee please contact the coordinator at:

14 Kelburn Parade- back courtyard, tel. 463 6015 or

email: Maori-Pacific-Mentoring@vuw.ac.nz

READING AND RESEARCH FOR EUROPEAN HISTORY

Guide for Tutorials

- **Learning Objectives:** There are 10 tutorials in the course, 2 of which are “skills workshops” (Weeks 2 and 5). Week 6 is an “interactive” tutorial and brief details are provided below and elaborated in the book of readings.
- **Completion of Reading:** You are expected to complete the “Essential Reading” before the tutorial. While the accompanying questions are a guide for your reading, you are encouraged to present other questions to the class for discussion. There are no tutorials in Weeks 1 and 12. You must attend **8 tutorials** to pass the course. The tutors will maintain attendance records.
- **Week 6 Tutorial:** This is an “interactive” tutorial where you will be expected to work with a fellow student and collaborate in choosing an image that represents a “colonial encounter” through different kinds of representations (photography, art, advertising, postcards). You will bring this image to class, present and discuss it.

Guide for Reading

- **Background Reading:** Most weeks have background reading and it is recommended that you complete it for the tutorial, but if not, you are strongly encouraged to refer to it in preparation for your exam. Some of the background reading includes “Maps”, “Tables”, “Timelines” and “Chronology”. One of the many learning objectives of HIST 118 relates to your ability to locate **Europe** in space, place and time. The maps, timelines and chronologies are, therefore, introductory, and you are strongly encouraged to consult further reference guides in the library. See: **Reference Sources:**
<http://www.vuw.ac.nz/library/subjectguides/history/reference.aspx>
- **Essential Reading:** This is the essential reading for discussion in tutorials. I have **underlined** the headings to these readings. Your tutor will assume your presence in the tutorial is premised on you having completed the “Essential reading”.
- **Further Reading:** A further reading list will be distributed with your essays.
- **Recommended Reading:** for general introductory reading and thematic approaches, see this section recommended reading that follows the course programme.

Research Resources in the Library

- **HIST118: Reserve Listing in the library catalogue.** Please regularly check the “Course Reserve” section on the library catalogue.
- It is imperative that you get to know the library, to familiarise yourself with where European History books are located in the library through call numbers (general surveys), through to country-specific histories. When you look up a book in the library catalogue, you can click on its “hyperlink” to find nearby associated titles.
- **Use of the internet for your research:** This course strongly encourages and assesses your capacity for academic research using journals and databases accessed on campus or through a VUW server.
- **Recommended Databases** (for secondary reading materials): Historical Abstracts, Current Contents, ProQuest (Social Science Journals), Expanded Academic ASAP, Project Muse.
- You should register for a library orientation session if you are not feeling confident in locating materials or using databases. You can also ask your tutor for help.
- **Useful Websites in European History**
<http://www.vuw.ac.nz/library/subjectguides/history/websites/european.aspx>

Recommended Texts

- A fuller bibliography of relevant sources will be issued with your research essay.
- You will have to check the library catalogue to ascertain each book’s copy status and call-number.
- Many of the books below are on the 3-day loan and Closed Reserve shelves. Please be courteous to other students, and return the books **ON TIME**.

- Please check the Course Reserve listing on the library catalogue under "HIST 118"
- And finally, learn to like your library – visit the shelves often to locate books that can help with your research.

Surveys:

Mark Mazower, *Dark Continent: Europe's Twentieth Century*

Tony Judt, *Postwar: Europe after 1945*

David Christian, *Maps of Time: an Introduction to Big History*, London and California, 2004)

Eric Hobsbawm, *The Age of Revolution, 1789-1848*. New York and Toronto, 1962.

---, *The Age of Capital, 1848-1875*, New York, 1996.

---, *The Age of Empire, 1875-1914*, New York, 1989.

---, *Age of Extremes: a History of the World, 1914-1991* (also published as *Age of extremes: the short twentieth century, 1914-1991*), New York, 1994.

Thematic Histories:

Renate Bridenthal, (et al), *Becoming visible: women in European history*

Eric Hobsbawm, *Age of Revolution, Age of Capital, Age of Empire, and Age of Extremes*.

Glenda Sluga and Barbara Caine, *Gendering European History*

Marilyn J. Bozer and Jean H. Quataert, *Connecting Spheres: European Women in a Globalizing World* (2nd edition)

Bonnie G. Smith, *Changing lives: women in European history since 1700*

Jonathan Sperber, *Revolutionary Europe, 1750-1850*

Roxy Harris and Ben Rampton (eds), *Language, ethnicity and race reader*

Neil Macmaster, *Racism in Europe, 1870-2000*

Benedikt Stuchtey (ed.), *Science across the European Empires 1800-1950*

Primary Sources:

David Welch (ed.), *Modern European History, 1871-2000: a documentary reader*

Barbara Harlow and Mia Carter (eds.), *Imperialism and Orientalism: a documentary sourcebook*

Journals of Relevance (include but not limited to)

American Historical Review, Ethnic and Racial Studies, French History, French Historical Studies, Gender & History, German Studies Review, German History, Itinerario: European Journal of Overseas History (<http://www.itinerario.nl/main.htm>), Journal of Contemporary History, Journal of Modern History, Patterns of Prejudice, Journal of African History, Journal of British Studies, Journal of Colonialism and Colonial History, Journal of Women's History, Modernism/Modernity

Useful Websites:

Interpreting Historical Evidence

Making sense of evidence: <http://historymatters.gmu.edu/browse/makesense/>

Center for History and New Media: <http://chnm.gmu.edu/index1.html>

General and thematic reference

Social Sciences and History Web: <http://library.wichita.edu/wess/index.html>

Online Books Page at the University of Pennsylvania Library:

<http://digital.library.upenn.edu/books/index.html>

Bibliography of the History of Western Sexuality, 1700-1945:

<http://www.univie.ac.at/Wirtschaftsgeschichte/sexbibl/>

Visual Archives: Photography and Art

Portrait gallery of historical figures and personalities: <http://www.lib.utexas.edu/photodraw/portraits/>
Images of the Industrial Era:

http://www.mtholyoke.edu/courses/rschwart/ind_rev/images/images-ind-era.html
French Revolution in pictures: <http://chnm.gmu.edu/revolution/> (see the link "Imaging the French Revolution")

Text Archives

The Nineteenth Century in association with the British Library: <http://c19.chadwyck.co.uk/>
The Victorian Web online (excellent site): <http://65.107.211.206/victorian/victov.html>

Diplomacy, Economics and Thought

Avalon Project at Yale Law School: Documents in Law, History and Diplomacy:
<http://www.yale.edu/lawweb/avalon/avalon.htm>
Archive for the History of Economic Thought:
<http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/index.html>

European History

General portals to country-specific sites:
Internet history Sourcebooks Project (Fordham University, USA): Modern History:
<http://www.fordham.edu/halsall/mod/help.html>
Selected European Internet Resources (Library of Congress, Washington, D.C.):
<http://www.loc.gov/rr/international/european/euro.html>
Eurodocs; Western European Primary Historical Documents:
http://eudocs.lib.byu.edu/index.php/Main_Page
European Studies Resources (Excellent Site): <http://www.dartmouth.edu/~wessweb/> (see national history sites)
Italian Unification: <http://www.fordham.edu/halsall/mod/1861italianunif.html>
French Studies Web (Yale University): <http://www.library.yale.edu/wess/frdocs.htm>
Siege and Commune of Paris, 1870-71: <http://www.library.northwestern.edu/spec/siege/>

German History

German Studies Web, Digital Projects (Dartmouth College):
<http://www.dartmouth.edu/~wess/wessdig.html>
German History: <http://www.erlangerhistorikerseite.de/heidelberg/gh/e6.html>
German Historical Institute, Washington DC: "German History in Documents and Images"
<http://germanhistorydocs.ghi-dc.org/>
German unification: <http://www.lib.byu.edu/~rdh/eurodocs/germ/1871.html> and
<http://www.fordham.edu/halsall/mod/germanunification.html>
Holocaust and Genocide: also see this website:
<http://www.vuw.ac.nz/library/subjectguides/history/websites/holocaust.aspx>

LECTURE AND TUTORIAL PROGRAMME

Theme I: Creating Citizens, States and Nations

This section addresses the formative revolutionary era from 1789 including the political and social challenges and impacts in Europe and in its colonies. It also applies the theme of revolution to the making of the working-class citizen and agitation for labour rights.

Week 1

- 1. **Mon, 10 July:** Introduction and Administration (Simone Gigliotti)
- 2. **Tues, 11 July:** Currents and Interpretations in 19th and 20th C European history: historians on modernity (Simone Gigliotti)

No tutorials

Week 2

- 3. **Mon, 17 July:** Citizens of Modernity? the French Revolution (Simone Gigliotti)
- 4. **Tues, 18 July:** Race, equality, and revolt in the Caribbean colonies: the challenge of the Haitian Revolution (Simone Gigliotti)

Tutorials begin this week. There is no set reading, but you must attend and participate in the 1st skills workshop, "Reading Rights in the French Revolution".

Week 3

- 5. **Mon, 24 July:** Socialism, Liberalism and Romanticism, 1848: Pathways to and from the 'year of revolutions' (Steve Behrendt)
- 6. **Tues, 25 July:** Class, Protest and Organisation: the European labour movement, 1850-1939 (Don MacRaild)

Tutorial theme: Class and conflict in 19th and early 20th century Europe

Theme II: Progression, Reform and Anxieties: local and international contexts

The lectures in this section address the period from 1850 to World War I, including the impact of state-making and nation-building on constructions of citizenship, ethnic inclusion and exclusion. We also address local scenes and contexts of anxiety: cities and urban spaces of disease, health and hygiene, immigrants and nationalism of the late 19th century and its relationship to European imperialism in Africa.

Week 4

- 7. **Mon, 31 July:** Transition and Transformation: Industrialization and City Life in Europe (Simone Gigliotti)
- 8. **Tues 1 Aug:** Medicine and Health Reforms in European History, 1840-1890 (Steve Behrendt)

Tutorial Theme: Cholera in European history, 1830s-1890s

1st Written Exercise due 7 August, 5pm

Week 5

9. **Mon, 7 Aug:** Darwin, Natural Selection and Scientific Racism (Steve Behrendt)
10. **Tues, 8 Aug:** "The Golden door": the Mass European Exodus to the US, 1815-1939 (Don MacRaild)

Tutorial theme: 2nd Skills Workshop: Reading and Writing for Effective Research

Week 6

11. **Mon, 14 Aug:** New Imperialisms: Nationalisms in 19th century Europe (Steve Behrendt)
12. **Tues, 15 Aug:** Empires Abroad: Photography, Travel and Exploration (Simone Gigliotti)

Tutorial theme: Collaborative Task: Visualizing colonial encounters

Mid trimester break, August 21 – September 3

Theme III: War and Conflict: Ideology, Experience and Fascism

This theme examines one of the most destructive, if not most traumatic, eras in modern European history. We address the political and experiential dimensions of war and conflict, particularly World War I, its impact on the development of alternative political utopias of fascism, namely Nazi Germany. The impact of that destructive era, particularly in the devastation of World War II and the Holocaust, is also examined in the post 1945 human rights framework and Nuremberg trials (initially that attempted to account for such widespread criminality and re-make Germany through modern, democratic institutions in post-war occupation policies.

Week 7

13. **Mon, Sep 4:** *Film Screening: "1914-1918"*
14. **Tues, Sept 5:** WW1: Making Wartime Europe visible: women's writings about war, 1914-18 (Kate Hunter)

Tutorial theme: A Testimonial War: Anticipations and Early Experiences

Week 8

15. **Mon, Sept 11:** The 1930s: Art, Life and Totalitarian regimes (Ray Spiteri, Art History)
16. **Tues, Sept 12:** Nazi Germany, World War II and the Holocaust (Simone Gigliotti)

Tutorial theme: A Bare Life: Witnessing Auschwitz

2nd written exercise (Essay) due 18 September, 5pm.

Week 9

17. **Mon, Sept 18:** International Law and Genocide: Human Rights and the Effects of War (Simone Gigliotti)
18. **Tues, Sept 19:** Adenauer, De Gaulle and the New Europe (Steve Behrendt)

Tutorial theme: Protecting the "Human": Rights and Reparations after World War II

Theme IV: Decline of Empire: the unmaking and remaking of Europe

This concluding section examines selected themes in the post-war division of Europe into competing ideological paradigms of the Cold War: the communist Bloc of Eastern Europe and liberal, social progressivist model of the West. Themes of repression, surveillance, freedom, liberty, and mobility will be examined here, especially the waves of student protest, revolt and the critique of capital and empire of 1968. The fall of the Berlin Wall, and post-Communist ethnic nationalisms continue the theme of political decline and ethnic self-determinism (particularly in the Balkans), while the challenges facing Europe, particularly in Germany and France, will be considered in light of historical and contemporary antagonisms of multi-ethnic Europe, the burdens of memory, immigrants, terrorism, and EU pressures of economic unity.

Week 10

19. **Mon, Sept 25:** Everyday Life in the Communist Bloc (Simone Gigliotti)
20. **Tues, Sept 26:** *Film Screening: "1968: Young Blood: A new generation challenges the Establishment"* (Episode 21: *People's Century*)

Tutorial theme: 1968: Student Activists Speak

Week 11

21. **Mon, Oct 2:** Fall of the Berlin Wall (John Leslie, Political Science)
22. **Tues, Oct 3:** *Film Screening: "People Power"* (Episode 25: *People's Century*)

Tutorial theme: War and Sexual Violence against women in Comparative Perspective: "Occupied" Bodies in Post-war Germany and Bosnia-Herzegovina in the 1990s

Week 12

23. **Mon, October 9:** Europe: identity, responsibility and tolerance in the Post 9/11 World: (Simone Gigliotti)
24. **Tues, October 10:** Conclusion/review (Simone Gigliotti)

No Tutorial

3rd piece of Assessment: Registry Exam: this will be held in the Examination Period beginning 16 October and ending 12 November 2006.