

DRAFT as of 8 December 2023  
Readings not yet finalized

<b>Academic Year</b>	2023-24	<b>Semester</b>	2
<b>Course Coordinator</b>	Dr Jennifer Cash		
<b>Office Location</b>	SHHK-05-16		
<b>Phone</b>	Teams/6592 3771		
<b>Email</b>	Jennifer.cash@ntu.edu.sg		
<b>Course Code</b>	HH2006		
<b>Course Title</b>	Modern European History		
<b>Pre-requisites</b>	HH1001 What is History?		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39 (weekly seminars)		

### **Course Description**

This course introduces students to key themes in the social, political, and cultural history of Europe from the French Revolution to the twenty-first century. Our discussions will be framed by questioning the very terms of “modern” and “Europe”. We will follow the historical trajectory outlined during the mid-twentieth century for approaching “modern European history” as a developmental trajectory shared across Western Europe towards societies characterized by democracy, nation-states, industrial development, and universal equality (sex, gender, race, etc.), among other characteristics.

This narrative has always been subject to question because of the entanglements between these “progressive” elements of “modernity” with other trends such as imperialism, slavery, Fascism, genocide, and the Holocaust; as well as Communism. However, from our triple vantage point at NTU (twenty-first century, Singapore, Asia) the narrative deserves even deeper questioning. That’s what we will do, even as we learn about the main events and how they have been identified, assessed, remembered, and forgotten by historians, intellectuals, and “popular” audiences.

### **Required Readings**

Fitzpatrick, Sheila. *The Russian Revolution*, Oxford University Press, 2001.

Hobsbawm, Eric. *Nations and nationalism since 1780: programme, myth, reality*. Cambridge University Press, 1997.

Jacob, Margaret C. *The Secular Enlightenment*. Princeton: Princeton Univ. Press, 2019.

Judt, Tony. *Postwar: A History of Europe since 1945*. Penguin Press, 2005.

Marx, Karl and Engels, Frederick. *The Communist Manifesto*. Filiquarian Publishing, LLC., 2007.

Snyder, Timothy. *Bloodlands: Europe between Hitler and Stalin*. Basic Books, 2010.

Others as noted.

## Supplementary Sources

Burke, Peter. *Popular Culture in Early Modern Europe*. Routledge 2009 [1978].

Cobban, Alfred. *The Social Interpretation of the French Revolution*. Cambridge University Press, 1999.

Fussell, Paul. *The Great War and modern memory*. Oxford University Press, 2000.

Geiss, Immanuel. *The question of German unification, 1806-1996*. Routledge, 1997.

Hunt, Lynn, Martin, Thomas, Rosenwein, Barbara R. Po-Chia Hsia and Smith, Bonnie. *The Making of the West: Peoples and Cultures*. Third Edition Vol C: Since 1740. Bedford/St. Martin's, 2009

Thompson, E. P. *The Making of the English Working Class*. Penguin, 1980 [1963].

## Week-by-Week

Tuesdays 14:30-17:20 LHS-TR+50 (The Hive)

\*\*Please come prepared for a mix of discussion and in-class activities, lest we all be bored by an over-reliance on lectures.\*\*

### Wk 1 (16 Jan) Introduction: What, When, and Why is “Modern” “Europe”?

Geographical imaginations. Major events from the Fall of Rome until the French Revolution. Europe's shift from the Mediterranean to the North Atlantic. Questions of periodization; of the role of history; and of the nature(s) of time and agency.

Brainstorming a collective list of authors/novels

#### Readings:

On T-O Maps; Goody/Hann?; LaTour; Zerubavel; Hunt (selections)

### Wk 2 (23 Jan) The French Revolution: In what sense “Revolution”?

Political, Social, Religious Orders at the 18<sup>th</sup> C. Bureaucratic and administrative changes of statecraft. “Public intellectuals”.

#### Readings:

Jacob, Margaret C. *The Secular Enlightenment*. Princeton: Princeton Univ. Press, 2019.

Additional Articles: Tricoire; Cobban (selections)

Thompson, E.P. “The Moral Economy of an English crowd in the eighteenth century.” *Past & Present*, 1971, 50(1): 76-136.

### Wk 3 (30 Jan) 19<sup>th</sup> Century Industrial, Social, Political Revolutions

Urban/rural relations; Capital; Progress and Poverty; [How] do class and gender matter?

More details about Book Review Assignment

#### Readings:

Marx and Engels (all)

Additional Articles: Said's chapter on Austen

Thompson, E. P. "Time, Work-Discipline and Industrial Capitalism" *Past & Present* 1967, 38(1): 56-97.

**Wk 4 (6 Feb) Nations before Nationalism: Italy, Germany ...**

Commonalities and differences in the social, political, and economic challenges across Europe in the mid-19<sup>th</sup> C. The "Agrarian Problem(s)" as well as the Industrial Revolution

*Readings:*

Assorted

**Wk 5 (13 Feb) Imperialism, Colonialism, Nationalism? Images, Narratives, Analysis Book Review Assignment Due**

Variations in how Historians and other Intellectuals construct the past

*Readings:*

Hobsbawm (sels)

Additional Articles: Ernest Gellner *Nations and Nationalism* (sel.)

**Wk 6 (20 Feb) Russian Revolution(s)**

How to explain the "European" connections/impacts? Was it another French Revolution? Weighing the elements of war, policy, and spectacle in the early Soviet Union.

*Readings:*

Fitzpatrick (sels)

Additional Articles: Mona Ozouf; Christel Lane

**Wk 7 (27 Feb) The Great War/WW I: Class Presentations**

(Format of presentations will be the 1921 settlements: Paris Peace Accords: what are your countries' grievances, proposed solutions, etc.; this multiplicity of perspectives and grievances is more central to the historiography than a construction of a singular narrative with key dates)

*Readings:*

Fussell

RECESS WEEK

**Wk 8 (12 Mar) "Multiple Modernities" Early-Mid 20<sup>th</sup> C Political and Social Ideologies: Spanish Civil War, Italian Fascism, National Socialism(s)...**

Against common world narratives dominated by the two World Wars and the Russian Revolution, the memory and reconstruction of many other struggles across Europe is a more complex undertaking.

Possible film showing(s)

Initial discussion of essay questions

*Readings:*  
Assorted

**Wk 9 (19 Mar) World War II, the Holocaust, and Other Genocides**

*Readings:*  
Snyder  
Additional on Balkan Wars, population transfers; Yugoslav wars

**Wk 10 (26 Mar) Remembering and Forgetting**

Fast-Forward: Ongoing controversies about assessment, responsibility; Retributions, Public debates, Textbooks, and Memorialization

**Wk 11 (2 April) Europe Divided: *Essays Due***

Beyond the political divide: National Economies and Self-Sufficiency (and extremes like Romania), cultural diplomacy, intellectual exchange

*Readings:*  
Judt

**Wk 12 (9 April) The New Europe**

EU and the fall of USSR: (how) were they linked? Changing economies and Ideologies. Did the “Modern” period of [European] history end?

*Readings:*  
Assorted: e.g. Havel, Verdery, Fukuyama

**Wk 13 (16 April) Synthesis – New Conflicts**

*Readings:*  
Student-led compilations from newspaper/popular press

**EXAM: Monday 6 May, 9-11:30**

### Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) will be able to:

- 1) Identify and interpret major events in modern European history.
- 2) Evaluate key scholarly debates in modern European history.
- 3) Integrate a range of sources and information (from novels to statistics) into historical arguments.
- 4) Explain and evaluate how political, cultural and ideological arguments about the past continue to shape Europe's present.

### Course Content

- Political, cultural and social histories of Europe
- Key methods, concepts and theories of European historiography
- Use of fiction and imaginative sources in historical argument, knowledge and understanding
- Development of original, comparative, historical arguments

### Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes (See History Programme's LOs)	Weighting	Team/ Individual	Assessment Rubrics (See History Programme's assessment rubrics)
1. Book review	1, 3	3, 4, 6, 10	15%	Individual	3, 4, 5, 14
2. In-class presentation	1, 2, 3	1, 2, 5, 6	20%	Team + Individual	3, 4, 7, 11, 13
3. Essay	1, 2, 3, 4	3, 5, 9, 10, 11	25%	Individual	2, 3, 6, 7
4. Exam	1, 2, 3, 4	1, 2, 3, 4, 5, 7, 10	40%	Individual	2, 3, 7, 9
Total			100%		

#### Book review – 15% (10% Written + 5% Presentation):

We will begin the course with a look into novels that have been considered quintessential commentaries on European history either/both at the time of their appearance or by later generations. The review should focus on how historical narratives are constructed, received, and changed in the dynamic relationship between writers and audiences: when/how is a novel a good historical source? When is it not? How can you tell? Because this assignment is due early in the semester, it is possible to consider a film version of the novel for the review assignment. However, as we will return to questions of the novel as a source, you will need to read the original novel before the end of the course.

**In-class presentation – 20%: (10% Content + 5% Presentation/Discussion + 5% Individual)**

The aim of the class presentation is to facilitate research on specific national (and possibly ethnic/sub-national) histories to complement and complete the ‘great’, sweeping narratives of modern European history that we do in class.

*“To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project”*

**Essay – 25%: [15% Take-home + 10% In-Class Viva/Discussion]**

The mid-term is a comparative essay on given themes and questions (for instance class, industrialisation, gender, religion or politics) with reference to course readings and discussions.

**Exam – 40%:**

There will be a three-hour final exam made up of one source-based question and two essay questions. The final exam assesses your ability to formulate historical interpretation of the themes of the course as a whole.

**Formative feedback**

You will receive formative feedback through written responses to the book review and group presentations. You will also receive verbal feedback through in-class discussion, including tutorials. You will receive the summative faculty feedback on the exam following the conclusion of the module.

**Course Policies and Student Responsibilities**

**General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually, participate fully, and take all scheduled assignments and tests by due dates.

**Absenteeism**

Absence from class without a valid reason can affect your overall course grade. Valid reasons include falling sick supported by a medical certificate (ART test for Covid-19) or participation in NTU’s approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please notify the instructor in advance of valid absences.

You should take responsibility to follow up with course notes, assignments and course related announcements for any missed seminar sessions.

**Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor if you need any clarification about the requirements of academic integrity in the course.

**Generative AI:** The appropriate use(s) of ChatGPT, Bard, Dal-E, Grammarly, and other similar Generative AI resources will be discussed and stipulated throughout the semester in the context of individual assignments. This course relies on a high degree of take-home written work. Therefore signed declarations of GAI use will be required for each take-home assignment. Failure to submit a declaration; inaccurate declaration; lack of an appropriate papertrail; and/or other evidence of GAI mis-use will be treated as serious breaches of academic integrity.

### **History Programme Intended Learning Outcomes (ILOs)**

1. {Competence} Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of the modern world.
2. {Competence} Compare and contrast the major historical approaches and theories.
3. {Competence} Analyze and interpret primary and secondary historical sources.
4. {Competence} Collect and synthesize large quantities of historical evidence.
5. {Creativity} Formulate novel historical arguments and explanations that effectively deploy primary and secondary source evidence.
6. {Creativity} Develop novel ways of conceptualizing and explaining history and its significance to specialist and non-specialist audiences.
7. {Communication} Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
8. {Communication} Present historical ideas and evidence to specialist and non-specialist audiences in a variety of media.
9. {Civic Mindedness} Develop “historical empathy” with regards to individuals and groups in the past.
10. {Character} Understand the professional, ethical, and moral responsibilities of historical practice.
11. {Character} Demonstrate an understanding of how to appropriately acknowledge and build upon the work of others.



### History Marking Rubric

	A-range	B-range	C-range	D and F
<b>1) Development of Research topic</b>	Bold and original, addresses assignment prompt, focused	Somewhat original, addresses assignment prompt, focused	Unoriginal but fairly well thought out, addresses assignment prompt, lacking in focus	Unoriginal and poorly thought out, may not address assignment prompt, and no clear focus
<b>2) Knowledge and understanding</b>	Outstanding and error-free grasp of relevant historical processes	Very good grasp of relevant historical processes	Significant gaps in knowledge of relevant historical processes	Unacceptable level of knowledge of relevant historical processes
<b>3) Formulation of historical argument</b>	Original contribution to knowledge	Intelligent and showing some independence	Descriptive rather than analytical	Unsupported assertions and much confusion; no discernable argument
<b>4) Collection and synthesis of historical evidence</b>	Exceeding assignment requirements; untapped historical sources located; novel use of sources	Comprehensive; draws on underutilized historical sources	Draws on relevant historical sources; may miss key material	Draws on few relevant historical sources; omits key material
<b>5) Analysis and close reading of primary sources</b>	Insightful analysis with imagination and rigour	Persuasive analysis of the texts	Satisfactory analysis with some errors	Almost entirely absent or irrelevant
<b>6) Analysis and interpretation of secondary sources</b>	Detailed knowledge of the field and major historical approaches and theories	Good knowledge of the field including some historical approaches and theories; attempts to locate a gap in the historiography	Some knowledge of the field and some mention of major historical approaches and theories	Knowledge of major historical approaches and theories almost entirely or completely absent
<b>7) Articulation of well-reasoned argument</b>	Fully coherent, developed, and signposted throughout	Clear and coherent with fluent development	Lacking coherence but some clarity	Disjointed with much repetition or almost wholly incoherent and without structure
<b>8) Grammar and spelling</b>	No errors	Some minor typographical errors and /or lapses in grammar	Passable grammar and spelling	Very poor grammar and spelling
<b>9) Style and expression</b>	Exceeds expectations of academic and professional writing or speaking	Meets expectations of academic and professional writing or speaking	Satisfactorily meets expectations	Inappropriate style of writing or speaking

<b>10) Referencing and bibliography</b>	Conforms fully to style required by course instructor	Largely conforms to style required by course instructor	Partly conforms to style required by course instructor	Little attempt to conform to style required by course instructor
<b>11) Presentation in various media</b>	Exceptionally clear and well presented material	Clear and well presented, showing a good grasp of the topic	Lacks sufficient clarity, only covering some relevant points	Lacks clarity and contains little of relevance to the topic
<b>12) Visual aids</b>	Compelling and interactive use of visual aids	Clear and coherent use of visual aids	Limited use of visual aids or unclear visual aids	Irrelevant or absent use of visual aids
<b>13) Teamwork</b>	Evidence of strong collaboration and strong group synergy	Evidence of good collaboration and some group synergy	Evidence of satisfactory collaborative efforts	Evidence of very weak collaboration or no collaboration involved
<b>14) Historical empathy</b>	Work shows novel insight based on clear historical empathy	Work shows very good evidence of historical empathy	Work shows satisfactory evidence of historical empathy	No evidence of historical empathy leading to incorrect interpretation of sources and/or work is wholly presentist in approach
<b>15) Professional, ethical, and moral practices of historians</b>	Work shows full attention to norms and standards of historical practice	Work shows clear attention to norms and standards of historical practice	Work shows no awareness of the norms and standards of historical practice	Work actively violates norms and standards of historical practice