

Huron University College
Department of History
HISTORY 2413E
2021-22
Europe and the Paradoxes of Modernity

Class Meets in W-106:

Mondays: 3:30-5:30

Wednesdays: 2:30-3:20

Instructor: Dr. Tim Compeau

Office: A217

Email: tcompea@uwo.ca

Office Hours: Mondays 1:30-3:15 or by appointment.

Course Description: This course examines the concept, history, and experience of modernity in Europe from the seventeenth century to the present. We begin by discussing the roots of modernity in the context of European cultural and political history. The course will then focus on a selection of themes that highlight the paradoxical nature of modernity as both liberating and repressive force, highlighting the role of European cities as centers of modern politics, of new forms of capitalism, of critiques of existing orders, of changing social relationships and of innovative artistic cultures and subcultures.

Lectures will provide students with a general overview of the topics, while tutorials will discuss specific academic articles or sets of primary sources. Geographically, the course focuses on Western Europe with some reference to the Soviet Union and the Communist Bloc with the purpose of exploring alternative forms of modernity. The course encourages students to consider similarities and contrasts in the historical experience of modernity across European countries.

Method: History 2413E uses a combination of in-class lectures and weekly tutorials where we will explore readings in depth and develop historical thinking and writing skills. Additional opportunities for participation are available through the Forums on OWL.

Required Texts:

George Orwell, *The Road to Wigan Pier*. Penguin Books, 2014.

All readings can be found on JSTOR, OWL, or have their stable URLs listed in the course summary below.

Learning Objectives:

By the end of the course students will...

- identify and explain the significance of key events, people, and ideas in European history.

- understand the concept of modernity and its paradoxes.
- connect events from the European past to current political and social issues.
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- analyze primary source texts, utilizing them in writing a research essay.
- analyze secondary sources, including their sources, methods, argument, strengths, limitations, potential implications and significance for the field; and use secondary sources to consider why questions asked and topics studied by historians have changed over time.

Assignments:

Participation: 20% (10% per term)
 Primary Source Assignment: 15% (Oct. 27)
 Historiographic Essay: 15% (Dec. 8)
 Essay Proposal: 5% (Jan. 24)
 Major Essay: 25% (March 9)
 Final Assignment: 20% (March 30)

Participation: Students will have the opportunity to participate both in class discussions and in asynchronous forums on OWL. Students should be prepared to answer and pose questions. Excessive absences will result in a significantly lowered mark. Students who miss more than 50% of the classes will receive zeroes for attendance/participation.

How much should you write on the forum? Ideally, you should answer at least one question on the forum with a paragraph of 4-5 sentences and respond to at least two of your colleagues before the end of the week with a sentence or two each. Remember: quality over quantity!

Remember to be professional, courteous, and collegial in all interactions with your peers and professor.

Primary Source Analysis: 6–8-page words 12 pt. font with 1-inch margins. Choose from a list of primary sources and compose an essay analyzing the source. Using research from at least two scholarly sources, you must provide the context for the source, discuss its importance, and address some of the questions found in the instructions found on OWL.

Historiographic Essay: Students must analyze the historiography of an aspect of the transition to modernity between 1600 and 1914. Examples could include changes in medicine, warfare, consumption, religious belief, the law etc. Sources must include two monographs and two scholarly articles. Papers must be (8-10 double-spaced pages), in formal prose, with footnotes or endnotes following the Chicago Manual of Style.

Major Assignment: Students will research and write a paper or develop an unessay answering a question they will develop working with the professor. Students will submit a working proposal

that describes their topic and questions and suggests possible answers. Proposals must also include an annotated (1-3 lines of explanation) bibliography on [DATE] for instructor feedback and suggestions.

Option 1: Essay

Papers must be 2500-2800 words (12-14 pages), in length including footnotes/ endnotes (generally 4-5 per page in a paper at this level) but excluding bibliography. The paper must be written in formal prose, with footnotes or endnotes in a recognized academic style. Research must include **one** primary source, **two** scholarly articles (not on the syllabus) pertaining to your subject that have appeared in any year(s) since your birth and at least **four** academic books.

Option 2: Un-essay

Students have the option of completing an “unessay” - these assignments can include almost any type of product (upon approval of the professor) that expresses your own reading of the course themes and the knowledge you have uncovered in this course and gleaned from your research. Your final output could be a game, a piece of art, a sculpture, a comic book, anything. You must accompany your final product with 4-5 page (800-1000 word) paper explaining the thinking and research behind your creation, footnoted with your sources. Research must include **one** primary source, **two** scholarly articles (not on the syllabus) pertaining to your subject that have appeared in any year(s) since your birth and at least **four** academic books.

Final Assignment: Students will compose an 8–10-page essay (2000-2500 words double spaced, 12 pt font with 1 inch margins) based on course material that answers a specific question. More information will be provided.

Written Assignments: All written assignments should be typed, double spaced with one-inch margins. All assignments must be submitted through OWL. No paper copies required. **Papers will not be accepted via e-mail** or slipped under office doors.

See below for the Huron History Department’s regulations on late penalties.

History Department Regulations Governing Assignments, Late Penalties, and Extensions

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor’s instructions. Students are responsible for making sure they are familiar with each professor’s policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).

3. Late marks are calculated on the paper copy submitted to OWL Late penalties are calculated according to calendar day, including Saturdays.

4. In first and second year courses lateness will be penalized as follows:

First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.

5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.

6. No paper or seminar will be accepted if it is more than seven calendar days late.

7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.

8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Huron Statement on Plagiarism: Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at <https://huronatwestern.ca/library> . In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at <https://huronuc.libguides.com/citingsources> .

Lecture Schedule and Reading Assignments

Wednesday Sept 8: Introduction. What is Modernity?

Week 1

Sept. 13: Power, Politics, and Belief in Western Europe, 1500-1600

Sept. 15: Discussion: Sections from Keith Thompson, *Religion and the Decline of Magic*

Week 2

Sept 20: The Seventeenth Century Crisis

Sept 22: Discussion: Kira L.S. Newman, "Shutt Up: Bubonic Plague and Quarantine in Early Modern England," *Journal of Social History*, Vol. 45, No. 3 (Spring 2012): 809-834.

Week 3

Sept. 27: Eighteenth-Century Politics and Culture I

Sept. 29: Discussion: Darnton, *The Great Cat Massacre*

Week 4

Oct. 4: Eighteenth-Century Politics and Culture II

Oct. 6: Discussion: Robert B. Shoemaker, "The Taming of the Duel: Masculinity, Honour, and Ritual Violence, 1660-1800" *The Historical Journal*, Vol. 45, No. 3 (Sept. 2002): 525-545.

Week 5

Oct. 11: Thanksgiving. No Class

Oct. 13: The French Revolution and The Napoleonic Wars

Week 6

Oct. 18: Manchester: Industrialization, Capitalism, and the Working Class

Oct. 20: Selections from E. P. Thompson, *The Making of the English Working Class* (Penguin, 1980)

Week 7

Oct 25: The Springtime of Nations

Oct 27: **Historiography Essay Due**

Reading Week Nov. 1-7.

Week 8

Nov. 8: Urban Planning and Power: London, Vienna, and Paris

Nov. 10: Tutorial: Matthew Gandy, "The Paris Sewers and the Rationalization of Urban Space" *Transactions of the Institute of British Geographers*, Vol. 24, No. 1 (1999), 23-44.

Week 9

Nov. 15: National Exhibitions and Consumerism

Nov. 17: Erika D. Rappaport "The Halls of Temptation": Gender, Politics, and the Construction of the Department Store in Late Victorian London" *The Journal of British Studies* Vol. 35, No. 1 (Jan., 1996), 58-83.

Week 10

Nov. 22: Franco-Prussian War and the Paris Commune

Nov. 24: R.D. Price, "Ideology and Motivation in the Paris Commune of 1871" *The Historical Journal*, Vol. 15, No. 1 (1972), 75-86.

Week 11

Nov. 29: The Media, Crime, and Policing

Dec. 1: Judith Walkowitz, Chapter 7, "Jack the Ripper" from *City of Dreadful Delight* (1992), 191-228.

Week 12

Dec.: 6: Study Session

Dec.: 8: **Mid-Term Assignment Due**

Semester 2:

Week 13

Jan. 3: The Belle Époque

Jan. 5: Rachel Rich, "Respectable Restaurants and the Commercialization of Dinner" in *Bourgeois Consumption* (2011), 135-171.

Week 14

Jan. 10: The First World War

Jan. 12: Sections from: Joanna Burke, *Dismembering the Male: Men's Bodies, Britain, and the Great War*. London: Reaktion Books, 1996.

Week 15

Jan. 17: The Soviet Union to 1939

Jan. 19: Sections from Stephen Kotkin, *Magnetic Mountain: Stalinism as a Civilization* (1995).

Week 16

Jan. 24: The Jazz Age (**Essay Proposals Due**)

Jan. 26: Marek Kohn, "Cocaine Girls in the West End" in *Dope Girls: The Birth of the British Drug Underground* (London: Granta, 1992). 120-149, 195-7.

Week 17

Jan. 31: Britain's Interwar Period. George Orwell, *The Road to Wigan Pier*, Part I

Feb. 2: George Orwell, *The Road to Wigan Pier*, Part II

Week 18

Feb. 7: The Rise of Fascism and the Spanish Civil War

Feb. 9: Marla Stone, "Staging Fascism: The Exhibition of the Fascist Revolution" *Journal of Contemporary History*, Vol. 28, No. 2 (Apr., 1993), 215-243.

Week 19

Feb. 14: The Second World War

Feb. 16: Neil Gregor, "A *Schickalsgemeinschaft*? Allied Bombing, Civilian Morale, and Social Dissolution in Nuremberg, 1942-1945." *The Historical Journal* 43, 4 (2000): 1051-70.

Reading Week Feb. 21-25

Week 20

Feb. 28: The United States and the Rebuilding of Europe

Mar. 2: Readings TBD

Week 21

Mar. 7: The Soviet Union to 1991

Mar. 9: **Major Assignment Due**

Week 22

Mar. 14: The European Union

Mar. 16: Richard Ivan Jobs, "Youth Movements: Travel, Protest, and Europe in 1968" *The American Historical Review*, Vol. 114, No. 2 (April 2009): 376-404.

Week 23

Mar. 21: Revisiting Modernity.

Mar. 23: Study Session

Week 24

Mar. 28: Study Session

Mar. 30: Final Assignment Due



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular

examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the

academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more

courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.